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ABSTRACT

Because of the dearth of available information on humanities education in the two-year college, the Center for the Study of Community Colleges began a multiphased project in June 1974. The project began with an intensive literature review and the selection of certain critical areas for analysis. During the second phase of the project, three monographs detailing the results of the literature review were published, a nationwide survey of the faculty teaching humanities in two-year colleges was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. The first part of this six-part document presents a brief overview of the first two phases and an introduction to Phase 3. The remaining five parts present reports of the various activities and findings of Phase 2, including: (1) a review of the processes used to select the faculty sample, which consisted of 2,384 faculty members at 156 colleges, and of obtaining responses, which resulted in an 84 percent response rate; (2) a copy of the faculty survey instrument, and a description of how it was developed and how responses were assessed; (3) the tabulated responses of the humanities faculty; (4) interpretations of the responses to the survey and further findings; and (5) a review of the various methods used to disseminate the information collected.

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AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

I. OVERVIEW

Arthur M. Cohen Florence B. Brawer

Under a grant from the National Endowment for the Humanities, the Center for the Study of Community Colleges compiled, analyzed, and disseminated a sizeable amount of information about the faculty teaching humanities in two-year colleges nationwide. This is the introduction to a report of that project and an overview of the activities undertaken during the grant period, November 1, 1974 to January 31, 1976.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

OVERVIEW

Two-year colleges currently enroll more than thirty percent of all students in post-secondary education in America. This figure has steadily increased in recent years as the growth rate of these institutions has progressed at a pace greater than that of senior institutions. Nevertheless, at the risk of perpetuating a broad generality, it seems safe to say that except in a few small independently controlled institutions, the humanities are not widely emphasized in two-year colleges. While almost all colleges offer some humanities courses, there is only limited knowledge, a dearth of gathered data, and practically no conceptualization of the relationships between two-year colleges and humanities curricula.

A major problem of the humanities in two-year colleges is that boards of trustees, administrators and state-level planners see a plethora of roles for these institutions. The perpetuation and diffusion of the humanities typically occupies a priority status far below that of career education, remedial studies, adult basic education and student guidance. These perceptions influence legislation, policy decisions, college planning and budgeting and, not least, the patterns of curriculum and staffing.

If the humanities are to play an important role in two-year colleges, then the people involved must be aware of existing situations. They must recognize the impact of humanities education on students enrolled in all types of courses, and must base their awareness upon a knowledge of existent data. Indeed, the prerequisite for any serious innovation in humanities

education is some sort of coherent understanding of the literature, existing programs and related critical issues. Unfortunately, the literature that does exist concerning two-year college students, staffs and curricula is usually embedded within broader studies of higher education. The parochialism of this literature also deters it from being applicable to the national scene. Few documents that speak directly to the topic can be found and accordingly, program planning and funding patterns are fragmented.

As a way of coping with these problems the Center for the Study of Community Colleges began a multi-phased project under sponsorship of the National Endowment for the Humanities in 1974. The project began with an intensive literature review and selection of certain critical units for initial analysis (June 1, 1974 to October 31, 1974). During the second phase of the project (November 1, 1974 to January 31, 1976), three monographs detailing the Phase I literature were published, a survey of the faculty teaching humanities in two-year colleges nationwide was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. As a result of the work done in both phases we now know much about the faculty--where they come from, what they want and need, their orientation towards their work, their values, and their attitudes. This is an overview of the first two phases and an introduction to the final report for Phase II.

Phase I Synopsis

An intensive study of the literature was made by reviewing all pertinent documents. Materials were identified by scanning 34 sets of

bibliographic indexes for publications of the past ten years, asking the heads of 77 professional associations and 59 institutional organizations for studies they might have made, and by utilizing the catalogues and inter-library loan service of the UCLA University Library. Approximately 800 documents were located and abstracted. More than 200 of these were reviewed carefully; their information is summarized here and incorporated in the conclusions reached.

The literature review revealed much information on some aspects of humanities education in two-year colleges, very little on others. We found reasonably useful and/or consistent information on certain characteristics and demographic variables of the two-year college faculty group as a whole (not broken down by teaching field).

Based on ten studies done between 1963 and 1973, the percentages of community college faculty at each degree level was approximately as follows: 3% to 6% Ph.D., 65% to 80% Masters, 14% to 27% Bachelors. These percentages also appeared to be consistent for humanities faculty in the sub-fields of English and music.

Data related to the training and prior experience of two-year college faculty showed that the majority of those involved in teaching the "college parallel" courses had received their training in the traditional Master's programs of the senior institutions and their prior experience in the public secondary schools. In-service professional development programs and MAT/MACT programs, which provided another source of training, were not widespread, but their numbers were increasing. Most community college instructors of vocational/occupational/career courses had gained their

training and prior experience in the worlds of business and industry.

Collected reports revealed that the two-year college instructor tended not to write or to conduct research.

In terms of class-hours taught, most documents concurred that the community college instructor believed he was overworked. The average number of class hours taught by each instructor in the two-year college was 15 to 17 hours per week, compared to an average of 9 to 12 hours per week at four-year institutions.

We also discovered that certain humanities disciplines received much more attention in the community college than others. English was heavily represented and courses such as music, foreign languages, art, and history were widespread. But few community colleges offered more than one course in anthropology, archaeology, political science, and religion, and most offered no courses in ethics, aesthetics, jurisprudence, or linguistics.

We found more information on some areas and sub-fields than on others. Specifically, we found much more information on characteristics of two-year college faculty members of English and music than on the faculty of all other fields combined. We also found more information on trends in curriculum and preparation of instructors in English and music than on such trends in other fields.

Certain states tended to collect and publish data on their two-year college faculty, students, and curriculum, and some did not. We located large data pools from the states of California, Illinois, Iowa, Hawai'i, and Missouri, and practically no pertinent data from the other

states.

Many topics of interest to our study of humanities in the two-year college were not discussed in the documents we located. We found few studies and a paucity of data on: the extent of the humanities in two-year colleges as delivered through other than course formats (i.e., cultural lectures, art exhibits); what faculty do during their work week in addition to meeting classes for a certain number of hours; the involvement of part-time instructors, and comparisons between them and the full-time faculty in terms of preparation, experience, and teaching styles; administrator and trustee commitment to humanities education relative to other curriculum areas; faculty, students, or curriculum tabulated separately statewide by discipline; humanities education for occupational and adult students, and humanities in programs for non-students; course content and criteria for student success; curriculum costs and effects; student preferences in humanities education and their incentives for enrolling in humanities courses.

Finally, we found several inconsistencies and conflicting reports on several topics. Documents relating to faculty satisfaction, aspirations, and values were particularly discordant. For instance, many studies showed that two-year college faculty members would prefer to teach in the four-year college for reasons of increased status, better salary, and a lighter teaching load. Other studies showed that only about 30% were interested in four-year college teaching and that, therefore, the majority were satisfied with their current positions.

Reports concerning useful types of in-service professional development were also often at variance. Because in-service training was a relatively

new idea, many community colleges were at the experimental stages of developing such programs and there had been no effort to coordinate faculty professional development programs among colleges.

Another source of conflicting reports was the efficacy of innovative courses and various instructional media. Such innovations as televised courses and humanities programs based entirely on films, slides, and tapes so that those who need remedial reading can easily participate had been offered at different community colleges and had met with almost equal amounts of success and failure.

The question of whether or not separate humanities courses should be designed for students in occupational and other "non-transfer" categories also revealed conflicting opinions. Studies showed that most faculty and administrators believe that terminal students should not be graduated from a community college without some appreciation of the cultural aspects of mankind; however, the terminal student remained barred from such courses either literally or because he cannot fit them into his schedule.

The final aspect of our literature search which produced conflicting information was the attitudes of administrators and faculty members toward integrated versus specialized general education. The integrated humanities approach was seen as one answer to the problem of exposing the community college student to the most possible culture in the least possible time. For this reason, faculty members and administrators often recommended it and experimented with it. In practice, it usually was directed primarily at the transfer student and was almost always difficult to organize unless a college were lucky enough to find an instructor well-versed in three or

four humanities disciplines. These courses were attacked by faculty and administrators alike as being superficial and often worse than no exposure to the humanities at all; they were also lauded for what they were attempting to do and, occasionally, for what they accomplished in encouraging the students to use their free time to attend concerts and exhibits.

The dearth of information in many areas and the conflicting and inconsistent reports in others seemed to stem from several general problems: incomplete data bases; the evolving role of two-year colleges; the paucity of analysts addressing two-year college education; and inadequate definition of the phenomena under surveillance. These problems are not peculiar to the study of community and junior colleges but they did loom large in the context of a major literature review.

We began the project with the assumption that the humanities will be enhanced to the extent the two-year colleges do more to foster them among their clients. The Phase I literature review also sustained several other assumptions. For one thing, concepts and models bridging the gap between the humanities and occupational education were almost totally lacking. If it is important for every person to understand something of the humanities and the way they relate to one's values and lifestyle, it is essential that some exposure to humanities be afforded all students--those enrolled in career education and specialized programs as well as students in so-called transfer programs. Accordingly, the definition of humanities education as "courses in the various humanistic disciplines" must be enlarged and the curriculum modified to accommodate humanistic thought more pervasively.

We also assumed that in order to understand and, where appropriate, modify curriculum in the humanities, the perceptions of the people who make decisions about instruction must be understood. This includes trustees, administrators, and faculty members both in the humanities and in other fields. Because the faculty are most directly involved with implementing instruction, they are a prime target for study and we selected them as the unit of analysis in the second phase of the project.

Taken all together, then, in Phase I we selected and refined the critical units for analysis, decided that the faculty is most usefully studied first, and designed a procedure for studying them. We also began work on three monographs detailing the literature reviews which were published at the start of Phase II.

Phase II Synopsis

Each of the three published monographs dealt with a different segment of the literature. The first was concerned with the students studying humanities in two-year colleges.¹ The second reviewed curriculum and instruction in the humanities.² And the third summarized the literature discussing the faculty.³ The monographs were published in association with the ERIC Clearinghouse for Junior Colleges and distributed widely through the facilities of that agency. One copy of each went to the president of every two-year college in the country. Others were sent to people on various specialized mailing lists and were distributed at numerous professional meetings. After receiving the monographs, the heads of several professional associations became sufficiently interested in the study of humanities in two-year colleges that they requested further information from the Phase II findings. In addition, the monographs have

served as a useful baseline from which meetings and discussions about the humanities in two-year colleges can be conducted.

The major activity of Phase II was the collection and interpretation of a set of data on the faculty. The initial task in collecting this information from the faculty was to devise a suitable interview form. A faculty survey form was designed by Center staff members, pre-tested on numerous subjects, revised, and put into use. Several types of questions, including both quick-score and free response items, were employed. The items in the survey were arrayed in three categories--demographic, experiences in profession, and values--and eight constructs--preference for further preparation, curriculum and instruction, concern with humanities, concern for students, university as reference group, satisfaction, research orientation, and Functional Potential. The finished version of the survey form totalled eleven pages.

In order to assure representativeness in the sample of faculty members who would be asked to respond to the survey, a two-stage sampling process was employed. The first stage involved the selection of a proportionate number of public and private colleges that were appropriately distributed among the various geographic regions. Secondary variables for college selection included college size, emphasis, age, and type of organization. The president of each college agreeing to participate in the project appointed an on-campus facilitator to assist in the collection of the survey data. Selection of faculty to participate in the survey was made from those who were teaching classes in the humanities in Spring, 1975 as well as a number of non-humanities faculty members and

chairpersons. For purposes of this project the humanities faculty members were considered to be those teaching one or more courses in aesthetics, art history and appreciation, comparative religion, cultural anthropology, cultural geography, foreign language, government, history, jurisprudence, linguistics, literary criticism, literature, music history and appreciation, philosophy, and theatre history and appreciation. The efficacy of the procedures employed was demonstrated by the 84% response rate to the survey. Add to this figure 4 or 5% that were undeliverable and a net response is evidenced that is high enough to warrant interpreting data without weighting within categories.

The survey responses were coded at the Center and cleaned, key-punched, and printed by Field Research Corporation of San Francisco. The data are arrayed so that cross-tabulations can be made on the basis of disciplinary affiliation within the humanities, humanities versus non-humanities teaching fields, faculties in public and in private colleges, instructors with and without doctoral degrees, faculties in colleges arrayed in terms of geographic region, age, size, emphasis, and type of organization, and numerous other variables. The analyses began in Fall, 1975 and have continued through the close of the second phase of this project.

Dissemination of the findings began in Fall, 1975. In October, Arthur Cohen reported on the study to 150 two-year college instructors and administrators in a meeting arranged by the National Humanities Faculty in Atlanta. In November, Mr. Cohen and Florence Brawer reported to 30 two-year college administrators and institutional researchers at a meeting of the California Educational Research Association in San Diego. In December,

Mr. Cohen reported on two different aspects of the findings to groups in the East. He discussed the issues related to faculty preparation, especially those having to do with the award of doctoral degrees, to 125 people at a New York State Doctor of Arts conference at New York University. And he reported on the implications of the findings for teaching the classics in community colleges to 40 people at the American Philological Association meeting in Washington D.C. Dissemination was further enhanced through a conference held in Los Angeles in January, 1976 where, in addition to reports on the study findings delivered by Mr. Cohen and Ms. Brawer, the 150 two-year college instructors and administrators heard reports about developments in the humanities at several colleges in California and elsewhere. Copies of the literature reviews were also distributed at the meeting.

Several papers have been written reporting the Phase II findings. A chapter entitled, "The Humanities Faculty: A Review," authored by Cohen and Brawer appeared in Merging the Humanities, a book in the New Directions for Community Colleges series, in Winter, 1975. An article entitled "Maximizing Responses to a Nationwide Faculty Survey" by Mr. Cohen has been accepted for publication in Research in Higher Education. Mr. Cohen and Ms. Brawer have also prepared an article on foreign language instructors for use in the ADFL Bulletin. Ms. Brawer prepared an article on the findings regarding political science instructors which will be printed and distributed by the American Political Science Association.

Further dissemination of the findings will take place during 1976. Already planned are speeches to the California Humanities Association meeting in March and to the Special Interest Group in Community College Research, of

the American Educational Research Association, in April. Articles will be sent to other disciplinary and professional associations, newsletters and journals.

Phase III

The third phase of the project will include the convening of several groups of people influential in the field of two-year college education in order to allow them to review the faculty survey findings and to generate recommendations for policy to enhance humanities education in two-year colleges. These invitational seminars will be comprised of two-year college faculty and administrators, members of state level agencies and governing boards, representatives of the National Endowment for the Humanities, officials of philanthropic foundations, and professional association heads. A UCLA Graduate School of Education seminar will be held in the Spring for the purpose of running further cross-tabulations on the data. The recommendations and findings that emanate from the continuing analyses will be disseminated through numerous other vehicles. A further activity of Phase III will be the design of a study of curriculum and instruction in the humanities that will be conducted in 1977.

The Phase II report is divided into six sections: Overview; The Sample; The Faculty Survey Form; Responses to the Survey; Interpretations and Further Findings; and Dissemination.

Our thanks to Dr. Stanley Turesky, National Endowment for the Humanities Planning Officer, and to the other Endowment and Center staff members who assisted in the planning and execution of this project.

Arthur M. Cohen
Principal Investigator

Florence B. Brawer
Research Associate

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These monographs are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

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Los Angeles

II: THE SAMPLE

Arthur M. Cohen Florence B. Brawer

The faculty survey procedures are described in this section. A random sample of faculty in a random sample of colleges was drawn. Using an on-campus facilitator an 84 percent response was obtained. The section also lists the pertinent data about the 156 colleges in the sample, including the percent of faculty respondents in each.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

THE SAMPLE

Study of community college faculty has been limited by the variation in types of institutions, the difficulty of obtaining an accurate faculty sample, and the poor response rate in large-scale surveys. Institutional variation demands that accurate information can be obtained only if surveys are addressed to a broad sample of colleges. The population of 1200 institutions includes private, liberal arts-related colleges of fewer than 100 students, new, public occupational and technical institutes, multicampus comprehensive colleges of more than 30,000 students, and several other types in the various geographic regions. Before drawing inferences about faculty in colleges nationwide, the researcher must take care to assess instructors in all types of institutions in proportion to their numbers in the population as a whole.

A representative sample of colleges can be drawn, but what of the faculty within them? Sending survey forms to a college in wholesale lots for distribution "to the faculty" is risky; the researcher never knows how or if they were distributed. And asking someone on the campus to "sample" a number of instructors is irresponsible, especially if the researcher needs a particular subgroup; the contact person may pick the first ten coming through the door. The researcher must undoubtedly address his questionnaires to specific instructors, but accurate faculty lists are not readily available because the colleges do not maintain faculty data uniformly. Even though the catalog typically provides names of full-time teaching faculty, it is usually out-of-date. More importantly, the part-time and adjunct faculty are usually

not listed at all. Frequently employed at the last minute, their names may not be available until the term is under way.

A third problem--the difficulty in obtaining responses to surveys of large populations--has been well-documented. A common--and very undesirable--practice is to mail out a huge number of questionnaires and accept a small proportion of returns. Numerous surveys reporting response rates as low as 20 to 30 percent are found in the literature. One can only speculate on the systematic biases among respondents in these samples.

We developed and tested a procedure for mitigating these problems for use in our study of the faculty teaching humanities in American two-year colleges. The objectives of our investigation required a study group representative of both full- and part-time faculty members in the humanities and a comparison group of nonhumanities faculty. A further requirement was that the group be large enough to permit cross-classification of information by several variables simultaneously. A mailed questionnaire was the only method feasible within budget, but we felt it essential that randomization be assured by following sound sampling principles and that reliability be maximized by obtaining a high rate of completed questionnaires.

We decided on a two-stage sample--a broad sample of colleges selected at random within certain strata and a random sample of the faculty within those colleges. The main stratification variables for the colleges would be type of control (public or private) and geographic locale because we felt these were the main institutional differences affecting the faculty. Secondary variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age.

In order to insure consistent definition of the population we decided to draw our own list of faculty members teaching humanities in these colleges. The National Endowment for the Humanities excludes the performing arts from its purview. Thus, we needed names of people teaching courses in Music Literature/Appreciation/History, but not those who taught performing music exclusively. Similarly we needed teachers in Art History and Appreciation, but not in Drawing, Sculpture, or Design. Theatre History and Appreciation were in; Stagecraft and Drama were out. Literature was in; Reading and Composition were out. We also needed an on-campus facilitator to send necessary materials to us and to distribute and retrieve the questionnaires so that we would not be faced with the typical low response rate obtained in individually mailed surveys.

Several pilot tests were conducted to determine the feasibility of the methodology, the types of letters that should be addressed, the pattern of interaction with the facilitators, and the responses we could anticipate. In one pilot test we sent the questionnaire to 29 faculty members selected at random from rosters in eight college catalogs. This procedure, including one follow-up letter, yielded a predictably low return rate of 31 percent.

Five additional pilot procedures were tried, each addressed to eight different colleges. Three of the pilots used different types of letters addressed to the president of the college, one was addressed to the dean of instruction, and in one we made a personal contact through phone or letter naming a mutual acquaintance. That is, in this latter procedure, we identified a person whom we knew and who also knew the

president and who could be named as endorsing the project.

The pilot tests revealed that the president is the best initial contact point. The highest agreement to participate was obtained from the deans of instruction, but when we followed through with the distribution of the questionnaires through the deans, the lowest rates of returns was revealed. In the pilot tests, when we went through the presidents, only approximately half of them agreed to have their colleges participate, but when they did, from 88 to 94 percent of the faculty returned the questionnaires. The lowest rate of return in this procedure was the one in which the personal contact was solicited through recommendations! Nevertheless the pilots did reveal that we could anticipate a high individual response rate through the use of an on-campus facilitator and that one-half or more of the colleges invited would participate.

The next step was to determine the size of the sample. The Endowment wanted 1,500 returns. Previous research had indicated that approximately 20 percent of the full-time instructors in two-year colleges teach in the humanities. We had no information on the part-timers, but we suspected a considerably lower number. Anticipating an 80 to 85 percent response, therefore, we needed to send out between 1,765 and 1,875 surveys. We also wanted a large enough sample of colleges--about 150--to maximize the spread by type of college within feasible limits.

The first stage in obtaining the sample of colleges consisted of drawing names from the 1975 Community, Junior, and Technical College Directory. Anticipating that about 60 percent of the presidents would acquiesce to our request to survey their faculty, we decided to invite 240 colleges initially. The 1,184 colleges in the Directory are arrayed alphabetically by the 50 states. Randomization by type of control and

geographic locale was insured by starting at a random point and taking every fifth private and every fifth public college.

The second stage was to develop the sample of humanities instructors. The colleges listed in the Directory show a total of 162,000 faculty. Assuming our sample of 150 colleges--about 12½ percent of the total--to be proportionate by size, we anticipated they would have 20,250 faculty (12½ percent of the total). If 20 percent of the faculty were in the humanities, our colleges would yield a pool of 4,050 names. However, because we expected that fewer of the part-timers taught humanities we anticipated that the colleges in the sample would have between 3,500 and 3,750 humanities faculty members. Accordingly, we decided that a large enough pool could be generated by sampling one-half of the humanities instructors in each college.

We sent letters inviting participation, asking for the names of a contact person to act as facilitator, and asking that the facilitator send a college catalog, a spring 1975 schedule of classes, and a faculty roster if one more up-to-date than the catalog listing were available. We needed the catalog because the course descriptions would tell us which courses properly fell within our purview. This proved useful in such areas as Anthropology where we wanted courses emphasizing Cultures of Man, but not those focused on Physical Anthropology. Similarly, a course entitled "Principles of Geography" would be included if it were described as a Cultural Geography course, but not if it emphasized scientific aspects. We needed the course schedule so that we could draw the names only of the people who were listed as teaching those courses in spring 1975. And we needed the faculty roster in order to check for first names and cross-check information such as departmental affiliation

and chairperson status.

A roster of humanities faculty for each college was generated by listing all full-time and part-time instructors separately and picking a random one-half of each. In addition, we selected one-third as many department and division chairmen outside the humanities. Thus, if a college had a total of 20 full-time and four part-time humanities instructors, we would sample ten of the full-timers, two of the part-timers, and four nonhumanities chairmen, yielding a total of 16 subjects for that college. This procedure demanded our reviewing every class schedule carefully, but we felt it essential to produce accurate rosters of people teaching one or more humanities courses in spring 1975.

We had developed a questionnaire including a large number of items arrayed in ten categories: demographic information; pre-service preparation; preferences for curriculum and instruction; professional experiences; research orientation; concern for students; reference group identification; concern for the humanities; values; work satisfaction; and Functional Potential, a hypothetical construct built on psychodynamic principles of human functioning. We had pretested it in several colleges in California and had asked numerous professional association heads and individual instructors in other parts of the country for suggestions. The final version totaled 11 printed pages.

After pulling the faculty sample for each college, we prepared packets for distribution by the facilitator. Each packet included a questionnaire, an envelope stamped "Confidential," and a larger envelope addressed to the facilitator with the faculty member's name on the outside. The facilitator gave a packet to each named instructor. The respondent was instructed to seal his questionnaire inside the confidential

envelope, place it in the envelope addressed to the facilitator, and return it to him. The facilitator was instructed to check the respondent's name against the roster we had provided, remove the outer envelope, and return only the sealed inner-confidential envelope to us. In this way he could determine who had not responded, yet the instructor's anonymity of response was protected because the facilitator could not see the completed questionnaires themselves. After the facilitator had retrieved the questionnaires, he returned them to us. If any were still outstanding, we asked him to try to retrieve them. Contact with the facilitators was by both phone and letter. In no instance did we contact the respondents themselves.

One hundred fifty-six colleges, nearly exactly representative in terms of control, locale, size, age, emphasis, and organization, participated in the study. The anticipated 20 percent of full-time faculty members teaching humanities proved to be accurate. Of the part-time faculty in the colleges in our study, 10½ percent taught in the humanities. The overall pool included 2,384 questionnaires sent. Of the 1998 returned, 1493 were from the humanities and 505 from the nonhumanities samples. Questionnaires were retrieved from 100 percent of the faculty sampled in nearly two-thirds of the colleges. Overall, the response rate was 84 percent. Based on the checklists that were returned from the facilitators, we surmised that between four and five percent of the surveys were undeliverable because of inaccuracies in the schedules, last minute faculty substitutions, etc. Thus, we obtained a large pool of data with a minimal number of non-respondents.

COLLEGES IN FINAL SAMPLE -- BY STATE
(Serial Number Assigned for Purpose of Coding)

Alabama

James Faulkner - 010
L. Wallace - 069

Arizona

Arizona Western - 143
Mesa - 156
Pima - 145

Arkansas

Arkansas State - 115

California

American River - 056
Barstow - 152
Butte - 114
Citrus - 006
College of the Desert - 037
De Anza - 075
Fresno - 127
Hartnell - 093
Humphrey's - 086
Lassen - 089
Mendocino - 090
Mt. San Jacinto - 027
Pierce - 104
Saddleback - 018
San Diego Mesa - 099
San Mateo - 048
Santa Rosa - 053

Colorado

Denver - 155
Morgan - 016

Connecticut

Greater Hartford - 073
Middlesex - 051
Mitchell - 014
Quinebaug Valley - 034

Delaware

Delaware Tech - 139
Goldey Beacom - 108

Florida

Brevard - 003
Indian River - 097
Miami-Dade - 154
Palm Beach - 068
St. Petersburg - 032
Valencia - 096

Georgia

Floyd - 120
Middle Georgia - 013

Hawaii

Kauai - 038

Illinois

Central YMCA - 138
Danville - 110
Lincoln Land - 057
Oakton - 146
Southwest - 141
Waubensee - 059

Iowa

Clinton - 007
Iowa Lakes - 055
Marshalltown - 149
Mt. St. Clare - 078
Southeastern - 049

Kansas

Barton - 060
Central - 045
Coffeyville - 153
Hesston - 130

Kentucky

Southeast - 020

Maine

University of Maine/Augusta - 122

Maryland

Cecil - 091
Hagerstown - 148
Harford - 150
Howard - 065

Massachusetts

Bay Path - 002
Bunker Hill - 147
Garland - 132
Greenfield - 137
Leicester - 118
Mt. Wachusett - 066
Roxbury - 033
Wentworth - 100

Michigan

Delta - 125
 Monroe County - 015
 Oakland/Auburn - 102
 Suomi - 035

Minnesota

Austin - 001
 North Hennepin - 067
 University of Minn/Waseca - 047

Mississippi

Jeff. Davis - 011
 Mary Holmes - 085
 Itawamba - 008
 Southwest Mississippi - 029
 Wood - 026

Missouri

St. Pauls - 021
 Trenton - 106

Nebraska

Metro Tech - 012
 Platte - 131

Nevada

Clark Co. - 094

New Hampshire

New Hampshire/Claremont - 030
 White Plains - 112

New Jersey

Atlantic - 107
 Middlesex - 140

New Mexico

University of New Mexico/Gallup - 044

New York

Fashion Tech - 105
 Harriman - 064
 Hudson Valley - 031
 Mohawk Valley - 103
 North Country - 062
 Staten Island - 117

North Carolina

Chowan - 005
 Coastal Carolina - 081
 Edgecombe Tech - 074
 Halifax County Tech - 025
 Lenoir - 082
 Mt. Olive - 036
 Wake Tech - 040
 Wingate - 128

Ohio

Belmont Tech - 079
 Cuyahoga Eastern - 142
 Lorain - 058
 Ohio University/Portsmouth - 019
 Ohio University/Belmont - 088
 Sinclair - 151
 University of Toledo Tech - 129

Oklahoma

Connors State - 116
 Northern Oklahoma - 042
 South Oklahoma City - 126
 St. Gregorys - 022

Oregon

Chemeketa - 113
 Mt. Hood - 095
 Treasure Valley - 043

Pennsylvania

Allegheny Co. - 080
 Del. County - 046
 Harcum - 039
 Keystone - 136
 Northampton - 098
 Northeast Christian - 076

South Carolina

Greenville Tech - 084
 Lancaster, U of S.C. - 071

South Dakota

Presentation - 072

Tennessee

Jackson State - 009
 Martin - 087
 Morristown - 134

Texas

Angelina - 041

Cooke Co. - 070

Lamar - 052

Western Texas - 028

Utah

Utah Tech - 111

Vermont

Champlain - 135

Vermont College - 023

Virginia

Central Virginia - 004

Northern Virginia - 017

J.S. Reynolds - 063

Southern Sem. - 109

Tidewater - 054

Wytheville - 124

Washington

Columbia Basin - 092

Green River - 144

Peninsula - 121

South Seattle - 077

Spokane - 133

West Virginia

West Virginia Northern - 119

Wisconsin

District One Tech - 061

Fox Valley - 083

Lakeshore - 101

Milwaukee Area Tech - 123

University Center System/Sheboygan - 024

Wyoming

Casper - 050

FULL-TIME/PART-TIME FACULTY

Full-time faculty: Those teaching three or more classes, Spring 1975.

Part-time faculty: Those teaching fewer than three classes, Spring 1975..

Sample: 1/2 the full-time humanities, 1/2 the part-time humanities faculty,
and 1/3 this number from the non-humanities dept. chairpersons.

Total: those sent at presumed delivered.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Austin CC (Minn)	45	15	33.3%	14	0	0%	11	11	100%
Bay Path CC (Mass)	22	9	40.	10	2	20.	7	7	100
Brevard (Fla)	196	34	17.4	50	12	24.	25	25	100
Central Virginia (Va)	67	11	16.4	28	1	3.	8	8	100
Chowan (NC)	67	21	31.	0	0	0.	15	15	100
Citrus (Ca)	126	19	15.	231	23	10.	27	23	85.
Clinton (Iowa)	17	4	23.5	8	2	25.	4	3	75.
Itawamba (Miss)	43	14	32.5	0	0	0	9	9	100.
Jackson State (Tenn)	57	15	26.3	0	0	0	11	11	100.
James Faulkner (Ala)	35	9	25.7	54	14	25.9	16	16	100.
Jefferson Davis (Miss)	63	14	22.2	16	2	12.5	10	10	100.
Metropolitan Tech (Neb)	45	3	6.6	22	1	4.5	4	4	100.
Middle Georgia (Ga)	98	25	25.5	0	0	0.	17	17	100.
Mitchell (Conn)	26	5	23.	13	2	15.4	6	6	100.
Monroe County (Mich)	41	12	29.	2	1	50.	9	9	100.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	hum.	percent	total	hum.	percent	total	returned	percent
Morgan (Colo)	18	2	11.0%	47	4	8.5%	5	4	80.
No. Virginia (Va.)	116	32	27.5	5	0	0	21	21	100.
Saddleback (Ca)	84	21	25.	247	50	20.2	47	47	100.
Ohio U: Portsmouth (Oh)	18	6	33.3	1	0	0	4	4	100.
Southeast (Ken)	23	7	30.4	22	2	9.	7	6	85.7
St. Paul's (Mo)	23	7	30.4	0	0	0	6	6	100.
St. Gregory's (Okla)	30	12	40.	3	0	0	8	8	100.
Vermont Col (Ver)	37	11	29.7	0	0	0	8	8	100.
UCS:Sheboygan (Wi)	24	6	25.	8	1	50.	7	7	100.
Halifax Cty Tech (NC)	20	5	25.	4	0	0	4	4	100.
Wood	17	7	41.1	3	1	33.3	5	5	100.
Mt. San Jacinto (Ca)	32	8	25.	23	2	8.6	7	7	100.
Western Texas (Tx)	46	14	30.4	8	2	25.	11	10	90.
Southwest Mississippi(Mi)	30	6	20.	2	1	50.	6	6	100.
NH Voc/Tech: Claremont(NH)	22	3	13.6	0	0	0	3	3	100.
Hudson Valley (NY)	271	27	10.	81	0	0	19	19	100.
St. Petersburg (Fla)	300	51	17.	70	9	12.8	39	39	100.
Roxbury (Mass)	30	15	50.	6	2	33.3	12	6	50.
Quinebaug Valley (Ct)	9	2	22.	27	7	25.9	7	6	85.7
Suomi Col (Mich)	13	6	46.1	15	5	33.3	8	8	100.
Mt. Olive (NC)	26	11	42.3	3	0	0	8	8	100.
Col of the Desert (Ca)	91	23	25.2	212	23	10.8	32	32	100.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	hum.	percent	total	hum.	percent	total	returned	percent
Kauai (Ha)	28	8	27.9	18	2	11.1	7	7	100.
Harcum (Pa)	30	9	30.	9	0	0	7	7	100.
Wake Tech (NC)	108	5	4.6	17	0	0	4	4	100.
Angelina (Tx)	68	14	20.5	2	0	0	9	9	100.
No. Oklahoma (Ok)	56	10	17.8	14	1	7.1	8	8	100.
Treasure Valley (Ore)	55	11	20.	28	2	7.1	9	7	77.7
U of NM: Gallup (NM)	5	3	60.	17	4	23.5	5	5	100.
Central (Ks)	18	5	27.7	6	0	0	4	4	100.
Delaware Cty (Pa)	75	23	30.6	60	9	15.	21	13	61.9
U of Minn: Waseca (Minn)	47	2	4.2	6	0	0	3	3	100.
Col of San Mateo (Ca)	309	69	22.3	212	17	8.	57	44	77.1
Southeastern (Iowa)	21	7	33.3	3	0	0	5	4	80.
Casper (Wyo)	110	14	12.7	53	3	5.6	12	12	100.
Middlesex (Ct)	45	14	31.1	33	3	10.	12	7	58.3
Lamar (Tx)	11	4	36.3	13	3	23.	5	5	100.
Santa Rosa (Ca)	155	49	31.6	66	41	62.1	57	48	84.7
Tidewater (Va)	239	47	19.6	201	5	2.	36	35	97.2
Iowa Lakes (Iowa)	99	12	11.9	65	4	6.1	11	11	100.
American River (Ca)	290	71	24.4	242	12	4.9	54	41	75.9
Lincoln Land (Ill)	108	28	25.9	105	2	1.9	20	20	100.
Lorain (Ohio)	85	13	15.2	27	0	0	9	8	88.8

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	hum.	percent	total	hum.	percent	total	returned	percent
Waubensee (Ill)	72	12	16.6	172	13	7.5	16	15	93.7
Barton (Ks)	48	10	20.8	18	1	5.	8	7	87.5
District One Tech (Wisc)	95	3	3.1	45	0	0	3	3	100.
North Country (NY)	36	5	13.8	6	1	16.6	6	6	100.
JS Reynolds (Va)	122	17	13.9	329	19	5.7	24	18	75.
Harriman (NY)	9	3	33.3	33	9	27.9	7	5	71.4
Howard (Md)	33	4	12.1	36	4	12.	5	5	100.
Mt. Wachusett (Ma)	59	14	23.7	42	4	9.5	12	12	100.
No. Hennepin (Minn)	94	20	21.2	3	0	0	13	13	100.
Palm Beach (Fla)	225	44	19.5	108	11	10.1	36	36	100.
Lurleen Wallace (Ala)	21	10	47.6	23	4	17.3	9	9	100.
Cooke Cty (Tx)	54	14	25.9	41	0	0	9	9	100.
U of SC: Lancaster (SC)	22	13	59.	23	4	17.3	12	8	75.
Presentation (SD)	16	6	37.5	10	0	0	4	4	100.
Greater Hartford (Ct)	39	22	56.4	23	4	17.3	17	12	70.5
Edgecombe Tech (NC)	29	0	0	51	2	3.9	2	2	100.
DeAnza (Ca)	242	39	16.1	505	74	14.6	72	37	51.3
NE: Christian (Pa)	8	4	50.	18	6	33.3	6	6	100.
South Seattle (Wa)	31	3	9.6	32	5	15.6	7	7	100.
Mt. St. Clare (Iowa)	11	5	45.4	16	6	37.5	8	8	100.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Belmont Tech (Ohio)	24	0	0	14	4	28.5	3	3	100.
CC of Allegheny Cty (Pa)	77	27	35.	112	12	10.7	27	12	44.4
Coastal Carolina (NC)	65	7	10.7	13	4	30.7	8	7	87.5
Lenoir (NC)	36	11	30.5	63	2	3.1	8	5	62.5
Fox Valley Tech (Wisc)	12	3	25.	0	0	0	3	3	100.
Greenville Tech (SC)	154	8	5.1	212	6	2.8	10	10	100.
Mary Holmes (Miss)	19	6	31.5	7	1	14.2	3	3	100.
Humphrey's (Ca)	0	0	0	27	3	11.1	4	3	75.
Martin (Tenn)	28	8	28.5	1	1	100.	6	6	100.
Ohio U: Belmont (Ohio)	21	8	38.	0	0	0	5	5	100.
Lassen (Ca)	41	9	21.9	139	19	13.6	19	13	68.4
Mendocino (Ca)	29	8	27.5	113	15	13.2	16	9	56.2
Cecil (Md)	18	7	38.8	1	0	0	5	3	60.
Columbia Basin (Wa)	92	16	17.3	89	8	8.9	16	14	87.5
Hartnell (Ca)	49	23	46.9	95	23	24.2	30	28	93.3
Clark Cty (Nev)	52	8	15.3	134	0	0	5	2	40.
Mt. Hood (Ore)	157	26	16.6	265	30	11.4	35	34	97.1
Valencia (Fla)	133	30	22.5	153	19	12.4	34	30	88.2
Indian River (Fla)	57	13	22.8	5	2	40.	9	9	100.
Northampton (Pa)	98	17	17.3	77	11	14.2	17	16	94.
San Diego Mesa (Ca)	99	63	63.	417	46	11.	74	53	71.6

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Wentworth (Ma)	121	9	7.4	0	0	0	7	7	100.
Lakeshore/Sheboygan (Wis)	73	2	2.7	18	1	5.5	3	3	100.
Oakland/Auburn (Mich)	64	9	14.	44	0	0	7	6	85.7
Mohawk Valley (NY)	159	21	13.2	0	0	0	15	13	86.6
L.A. Pierce (Ca)	323	77	23.8	273	26	9.5	67	62	92.5
Fashion Tech (NY)	152	18	12.5	209	2	0.9	14	13	92.8
Trenton (Mo)	19	5	26.4	0	0	0	4	4	100.
Atlantic (NJ)	116	17	14.6	84	2	2.3	14	4	28.5
Goidey Beacom (Del)	15	1	6.6	4	0	0	1	1	100.
Southern Seminary (Va)	20	7	35.	6	3	50.	8	8	100.
Danville (Ill)	78	13	16.6	24	3	12.5	12	11	91.6
Utah Tech (Utah)	117	10	8.5	24	0	0	7	7	100.
White Pines (NH)	11	5	45.5	5	2	40.	5	5	100.
Chemeketa (Ore)	125	10	8.	34	22	64.7	19	15	78.9
Butte (Ca)	84	22	26.1	48	24	50.	31	25	80.6
Arkansas St/Beebe (Ark)	27	5	18.5	0	0	0	4	4	100.
Connors State (Okla)	27	9	33.3	11	1	9.	8	4	50.
Staten Island (NY)	392	66	16.0	340	34	10.	65	57	87.6
Leicester (Ma)	17	8	47.	6	1	16.6	7	4	57.1
Wheeling:W. Va. N. (WVa)	43	7	16.2	60	1	1.6	7	7	100.
Floyd (Ga)	39	9	23.	11	0	0	7	7	100.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	hmn.	percent	total	hmn.	percent	total	returned	percent
Peninsula (Wa)	36	8	22.2	8	5	62.5	8	8	100.
U of Maine/Augusta (Me)	50	15	30.	38	16	42.1	21	17	80.9
Milwaukee Area Tech(Wisc)	509	30	5.8	554	0	0	22	16	72.7
Wytheville (Va)	42	9	21.4	69	9	13.0	11	11	100.
Delta (Mich)	156	35	22.4	77	9	11.6	31	23	74.1
So Oklahoma City (Okla)	12	2	16.6	9	2	22.2	5	5	100.
Fresno City (Ca)	144	44	30.5	299	28	9.3	47	40	85.1
Wingate (NC)	56	24	42.6	13	6	46.1	19	19	100.
U of Toledo C&T (Ohio)	67	6	8.9	14	1	7.1	5	5	100.
Hesston (Ks)	29	6	20.6	18	3	16.6	9	9	100.
Platte (Neb)	39	8	20.5	10	1	10.	7	7	100.
Garland (Ma)	34	8	23.5	2	0	0	7	7	100.
Spokane (Wa)	132	9	6.8	19	0	0	12	11	91.6
Morristown (Tn)	12	3	25.	7	4	57.1	5	4	80.
Champlain (Vt)	30	7	23.3	16	3	18.7	6	6	100.
Keystone (Pa)	34	10	29.4	10	2	20.	8	8	100.
Greenfield (Ma)	56	13	23.3	16	5	31.2	12	12	100.
Central YMCA (Ill)	89	21	23.5	160	22	13.7	27	25	92.5
Delaware Tech: Kent (Del)	20	0	0	78	7	8.9	5	5	100.
Middlesex Cty (NJ)	275	27	9.8	175	23	13.1	34	27	79.4
Southwest (Ill)	102	34	33.3	13	1	7.6	24	19	79.1

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	hum.	percent	total	hum.	percent	total	returned	percent
Cuyahoga/Eastern (Oh)	32	7	21.8	147	26	17.6	18	16	88.8
Arizona Western (Az)	71	21	29.5	71	14	19.7	24	17	70.8
Green River (Wa)	110	19	17.2	135	7	5.1	16	10	62.5
Pima (Az)	169	34	20.1	247	27	10.9	47	16	34.
Oakton (Ill)	105	22	20.9	52	7	13.4	23	23	100.
Bunker Hill (Ma)	93	19	20.4	3	0	0	13	13	100.
Hagerstown (Md)	60	17	28.3	37	2	5.4	12	12	100.
Marshalltown (Iowa)	40	11	27.5	0	0	0	8	8	100.
Harford (Md)	71	21	29.5	40	6	15.	18	16	88.8
Sinclair (Ohio)	132	24	18.1	237	10	4.2	21	20	95.2
Barstow (Ca)	37	10	27.	24	2	8.3	7	7	100.
Coffeyville (Ks)	31	6	19.3	10	2	20.	5	5	100.
Miami-Dade (Fla)	380	90	23.6	269	26	9.6	74	45	60.8
CC of Denver/Auraria(Co)	47	9	19.1	78	5	6.4	11	4	36.3
Mesa (Az)	150	31	20.6	168	17	10.1	29	14	48.2

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

III. THE FACULTY SURVEY FORM

Arthur M. Cohen Florence B. Brawer

A questionnaire was developed especially for use in surveying the faculty. Totalling eleven pages of both forced-choice and free-response questions, the survey form was pretested, printed, utilized, and coded into several constructs. This section describes the preparation of the form and each of the constructs, and displays item weightings. It also displays the range of response, mean, median, and standard deviation for each construct.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

QUESTIONNAIRE

The National Endowment for the Humanities Faculty Survey was designed to elicit a variety of responses, responses that would eventually provide profiles of faculty teaching in two-year colleges. It was based upon a number of previously-developed instruments, pre-tested on several subjects, and underwent several revisions before its final version was delineated. This section discusses these three steps: item design, preliminary testing, and final revision.

One of the problems inherent in test development is the difficulty in attributing credit. This is not because test developers wish to ignore other psychometrists and tests and measurement specialists, but because so many questions have been asked in varied forms for so long that no one knows just when they first came into being. Thus, certain questions appearing in the survey are revisions of items taken from other questionnaires, developed either by other investigators or by us. Some items came directly from the American Council on Education faculty surveys, and one item--the Terminal Values scale--was used with the permission of Milton Rokeach.

Whatever their source, the items were designed to bring forth certain types of responses and to gain particular kinds of information. The categories into which these items fall will be discussed later in this section.

Pretest

Several versions were developed for this survey, the final form being considerably shorter than the original. These forms were tested with various groups--14 students in the UCLA Graduate School of Education, 6 colleagues,

and approximately 70 instructors in 6 community colleges in both northern and southern California as well as in a large Florida community college. Many of these subjects responded to the preliminary forms by offering comments and reactions. Consequently, further revisions were made on the basis of feeling reactions as well as cognitive impressions. Additionally, third and fourth versions of the survey were sent to several nationally known figures in the humanities, as well as to the National Endowment for the Humanities project director. In every case, attention was paid to the comments, and revisions were often made on the basis of them.

Categories and Constructs

Items in the faculty survey were arrayed in eleven major subgroups. These subgroups were then divided into two sets: categories and constructs. The categories, items that could be examined individually as independent variables, were three: Demographic, Experience in Profession, and Values. The eight constructs included: Preference for Further Preparation, Curriculum and Instruction, Research Orientation, Concern for Students, University as Reference Group, Concern with Humanities, Satisfaction, and Functional Potential.

CATEGORIES

Demographic (D; 11 items) This category is comprised of those items most commonly included in questionnaires--information about age, schooling, academic field, family backgrounds. As such, it is rather a broad category but is useful for obtaining general information and

for developing subsets of individuals--for example, those teaching particular subjects, those who are above or below a certain age, highest degree earned, etc. Examples of questions fitting into this category are, "Were you ever a student in a community/junior college?" and "About how many books were there in the home in which you were raised?"

Experience in Profession (E; 16 items) Acknowledging the overlap with demographic and professional involvement areas, this category attempts to also ferret out attitudes regarding professional experiences. Along this line, one particularly important item asks for experiences and/or feelings of department chairmen toward faculty holding the doctorate. Other questions include, "How many years have you worked in your current institution?" and "Are you currently employed in a job in addition to your position at the college?"

Values and Attitudes (V; 25 items) Although values and attitudes are expressed indirectly in responses to items throughout the faculty survey, this category attempts to elicit attitudes toward such direct situations as collective bargaining and affirmative action. Included here too is Rokeach's (1967) list of Terminal Values--a list of 18 values which the respondent rates according to importance. Other items ask for degree of agreement with statements, such as "Students should not have representation on the governing boards of colleges and universities" and "Career education and occupational training should be the major emphasis in today's community colleges."

CONSTRUCTS

Preference for Further Preparation (P; Maximum Score = 27) This construct is closely related to the previous category in that it is partially dependent upon actual experiences, in both pre-training and in-service situations. Questions of attitudes regarding preparation and future plans are also included. Again, subsets of subjects may be developed on the basis of particular responses--for example, a comparison of faculty who had and who had not previously been teaching assistants in a four-year college and university. Fitting into this subset are such questions as, "Would you like to take steps toward professional development in the next five years?" and "What type of training would you seek before teaching if you were to begin all over again?"

Curriculum and Instruction (C; Maximum Score = 45) This strongly weighted (in terms of actual items) construct is concerned with activities and attitudes regarding both curriculum and instruction. Here we find items directly relating to time spent in certain classroom activities and special awards received for outstanding teaching--for example, "Do you use a syllabus for teaching your courses?" and "Do you usually distribute sets of written measurable objectives to your students?"

Research Orientation (O; Maximum Score = 30) Items fitting into this group assess the degree to which the respondents are involved in or tend to prefer research and writing. Examples of items included here are, "Have you authored or co-authored a published book?" and "Have

you ever applied to an outside agency for a research grant to study a problem in your field?"

Concern for Students (Ss; Maximum Score = 20) Attitudes toward students may be quite removed from attitudes regarding preparation or even actual classroom experiences. With the recent inquiries regarding research/teaching involvements in some universities, this construct may be especially useful for administrators and other people who are in a position to hire faculty members. Included here are such items as, "How would you rate the qualities that students should gain from a two-year college education?" and "On your most recent working day, how many hours did you spend in student interaction outside class?"

University as Reference Group (R; Maximum Score = 31) The way one conducts his/her personal and professional life is in part, consciously or unconsciously, dependent upon the role models one has. Personal orientation might vary considerably if the most viable reference group were one's colleagues rather than one's university professors. Here we find such items as "How would you rate the following as sources of advice on teaching?" (Department chairmen, university professors, etc?) and "What has been your affiliation with professional organizations in the past three years?"

Concern with Humanities (H; Maximum Score = 51) This construct is geared to specific attitudes and feelings regarding the humanities, with a few items also included to assess direct experiences with the humanities. Included here are such questions as "How do you experience

the humanities other than through your teaching?" and "How many courses do you think students in two-year occupational programs should be required to take?"

Satisfaction (S; Maximum Score = 40) This is a heavily weighted group not only because we believe it represents basic personality characteristics, but also because it portends ways in which colleges might become happier places in which to function. While we recognize that it is difficult to attempt to isolate the basic orientations of satisfaction or dissatisfaction with life, we attempt to gain insight into such direct issues as relations with significant others, student behavior, and job security. Questions here ask for degree of agreement, for example, with such statements as "Satisfactory opportunities for in-service training are not available at this college" and "If I had a chance to retrace my steps, I would not choose an academic life."

Functional Potential (FP; Maximum Score = 30) Functional Potential is a hypothetical construct that is built upon psychodynamic principles of human functioning. Built on the constructs of development, maturity, and ego strength, this group is comprised of six fundamental traits: Relatedness/Aloofness, Identity/Amorphism, Flexibility/Rigidity, Independence/Dependence, Progression/Regression, and Delay of Satisfaction/Impulse Expression. We assess the amount of Functional Potential that the respondents possess by specifically including such statements as, "Teaching effectiveness should be the primary basis for faculty

promotion" and "I believe that if I work hard, things will work out for me."

Scoring

The categories and constructs listed above provide the basis for assessing responses to the faculty survey. In some cases, they become the independent variable, in others, the dependent variable. In any case, these responses provide rather full profiles of the 1998 subjects who were included in our sample of two-year college humanities instructors and department chairmen.

Following is a copy of the Faculty Survey as it was printed and distributed. Then follows a listing of the items included in each category and construct.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES

Your college is participating in a national study conducted by the Center for the Study of Community Colleges under a grant from the National Endowment for the Humanities. The study is concerned with the role of the humanities in two-year colleges -- how they are taught by faculty, understood by students, and supported by administrators.

The survey asks a variety of questions concerning your background, experiences, and attitudes. All information is treated as confidential and at no time will your answers be singled out. Our concern is with aggregate views as discerned in a nationwide sample.

We recognize that some of the survey items cannot readily be answered "Yes" or "No." However, please respond according to your own best judgment. We recognize also that the survey is time-consuming and we appreciate your taking time to complete it.

Thanks very much for your efforts.

- 11-1
1. What is your present principal teaching field? _____ 12-13
2. Your department or division of teaching appointment? _____ 14-18
3. Were you ever a student in a community/junior college? YES ☐ 1 NO ☐ 2 16
4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE 17	TECHNICAL CERTIFICATE 18	BACHELORS DEGREE 19	MASTERS DEGREE 20	DOCTORAL DEGREE 21
TECHNICAL INSTITUTE	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
JUNIOR/COMM. COLLEGE	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
DENOMINATIONAL COLLEGE OR UNIVERSITY	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
OTHER (Specify) _____					
YEAR OBTAINED	year 22-23	year 24-25	year 26-27	year 28-29	year 30-31

5. Your graduate major (or majors)? _____ 32-33
6. Major of highest graduate degree now held? _____ 34-35
7. Toward what kind of degree are you currently working?

ASSOCIATE DEGREE	<input type="checkbox"/> 1	BACHELORS	<input type="checkbox"/> 3	DOCTORAL DEGREE	<input type="checkbox"/> 5	36
TECHNICAL CERTIFICATE	<input type="checkbox"/> 2	MASTERS	<input type="checkbox"/> 4	NONE	<input type="checkbox"/> 6	

8. Your sex: MALE ☐ 1 FEMALE ☐ 2 37

9. Year of birth _____ 38-39

10. Are you: **WHITE/CAUCASIAN** ☐ 1 **MEXICAN-AMERICAN/CHICANO** ☐ 8 40
BLACK/NEGRO/AFRO-AMERICAN ☐ 2 **PUERTO RICAN-AMERICAN** ☐ 6
AMERICAN INDIAN ☐ 3 **OTHER** ☐ 7
ORIENTAL ☐ 4

11. About how many books were there in the home in which you were raised?
 1 - 10 ☐ 1 11 - 25 ☐ 2 26 - 100 ☐ 3 101 - 200 ☐ 4 OVER 200 ☐ 5 41

- | | NONE | LESS THAN ONE YEAR | 1-2 YRS. | 3-4 YRS. | 5-10 YRS. | 11-20 YRS. | OVER 20 YRS. | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----|
| 12. How many years were you an instructor or an administrator ... in a secondary school? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 42 |
| ... in a four-year college or university (beyond the level of teaching or research assistant?) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 43 |
| 13. Within any two-year college how many years have you been ... a faculty member? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 44 |
| ... a department or division chairperson? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 45 |
| ... the director of a special program (e.g. Remedial Studies, Ethnic Studies)? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 46 |
| ... an administrator (e.g. Dean, President)? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | 47 |

14. Are you currently the chairperson of your division or department? YES ☐ 1 (If you are chairperson of your division or department, please answer questions below otherwise skip to Question 15 on next page.) 48
 NO ☐ 2

- a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐ 1 49
 NO ☐ 2

- d. Why? 52-53

- b. Has there been pressure from other administrators and/or from the faculty ...
 TO HIRE PEOPLE WITH A DOCTORATE ☐ 1 50
 NOT TO HIRE PEOPLE WITH A DOCTORATE ☐ 2
 NO PRESSURE EITHER WAY ☐ 3

- e. What has been your experience with instructors holding a doctorate? (Please describe) 54-55

- c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐ 1 51
 NO ☐ 2

	<u>NONE OR LESS THAN ONE YEAR</u>	<u>1-2 YRS.</u>	<u>3-4 YRS.</u>	<u>5-10 YRS.</u>	<u>11-20 YRS.</u>	<u>OVER 20 YRS.</u>	
15. How many years have you worked in your current institution?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	86
16. How many class hours a week are you teaching this term _____ HOURS A WEEK							87-88
17. Are you considered to be a full-time faculty member?	YES <input type="checkbox"/> 1	NO <input type="checkbox"/> 2					89
18.a Are you currently employed in a job in addition to your position at this college?	YES <input type="checkbox"/> 1	NO <input type="checkbox"/> 2					90
(If "yes"): b. How many hours per week?	1-10 <input type="checkbox"/> 1	11-20 <input type="checkbox"/> 2	21-30 <input type="checkbox"/> 3	31-40 <input type="checkbox"/> 4	MORE THAN 40 <input type="checkbox"/> 5		91
19. How would you rate each of the following	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>			
a. Your salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			92
b. Relations with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			93
c. Relations with students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			94
d. Relations with administrators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			95
e. Relations with family and friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			96
f. Job security	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			97
g. Opportunities to be creative	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			98
h. Feelings about living up to your greatest potential	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			99
i. Your degree of autonomy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			70
j. Freedom to choose textbooks, programs and media in your area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			71
k. Your students' enthusiasm for learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			72
l. Your working environment in general	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			73
m. Your life in general	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4			74

20. Please respond to the following questions by marking the appropriate space:

	YES	NO	
a. Were you ever a teaching assistant in a four-year college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	12
b. Did you ever do a student teaching assignment in a two-year college?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	13
c. Have you ever received a formal award for outstanding teaching?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	14
d. Have you taught courses jointly with faculty members outside your department?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	15
e. Have you ever had an article published in a journal in your field?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	16
f. In the past three years did you go off campus to attend a conference or symposium related to teaching?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	17
g. Do you use a syllabus for teaching your courses?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	18
h. Have you ever been a paid consultant?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	19
i. Have you revised your syllabus and/or teaching objectives in the past three years?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	20
j. Do you sometimes run an item analysis on a test that you give your students?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	21
k. Do you usually distribute sets of written measurable objectives to your students?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	22
l. Have you authored or co-authored a published book?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	23
m. Have you ever applied to an outside agency for a research grant to study a problem in your field?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	24
n. Have you ever prepared a replicable or multi-media instructional program for use in your classes?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	25
o. Do you typically submit written evidence of student learning (other than grade marks) to your dean or department head?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	26
p. Since you have been teaching have you ever received a stipend or grant from ...			
... your own college (e.g. faculty fellowship?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	27
... a private foundation (e.g. Ford, Danforth), or a professional association?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	28
... state or federal government agency (e.g. National Endowment for the Humanities)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	29

21. How would you rate the following as sources of advice on teaching?

	QUITE USEFUL	SOME- WHAT USEFUL	NOT VERY USEFUL	
Department Chairpersons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	30
University Professors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	31
Colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	32
High School Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	33
Students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	34
Administrators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	35
Professional Journals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	36
Programs of Professional Organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	37

22. Which professional journals or periodicals do you subscribe to and/or read regularly or occasionally? (List below and indicate which ones you subscribe to, which ones you read regularly, and which ones you read occasionally.)

	SUBSCRIBE TO	READ REGULARLY	READ OCCASION.	
_____	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	36
_____	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	38
_____	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	40
_____	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	
_____	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	
_____	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	
_____	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	

23. If you had free choice in the matter, how much time would you give to the following?

	MORE THAN NOW	SAME AMOUNT	LESS THAN NOW	
Classroom instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	41
Your own graduate education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	42
Research or professional writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	43
Administrative activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	44
Professional association work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	45
Community service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	46
Personal affairs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	47
Student interaction outside class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	48
Conferring with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	49
Reading student papers or tests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	50
Planning instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	51
Presenting recitals or lectures outside of class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	52

24. On your most recent working day how many hours did you spend in:

a. Classroom instruction	_____ Hrs.	53-54
b. Your own graduate education	_____ Hrs.	55-56
c. Research or professional writing	_____ Hrs.	57-58
d. Administrative activities (including committee work)	_____ Hrs.	59-60
e. Professional association work	_____ Hrs.	61-62
f. Community service	_____ Hrs.	63-64
g. Personal affairs	_____ Hrs.	65-66
h. Student interaction outside class	_____ Hrs.	67-68
i. Informal interaction with colleagues	_____ Hrs.	69-70
j. Reading student papers or tests	_____ Hrs.	71-72
k. Planning instruction	_____ Hrs.	73-74

11-9

- 25a. Would you like to take steps toward professional development in the next five years?

YES ☐ 1 NO, I'VE GONE AS FAR AS I CAN ☐ 2 12

(If "Yes"):

- 25b. Which one of the following most appeals to you? (CHECK ONE)

ENROLL IN COURSES IN A UNIV.	<input type="checkbox"/> 1	13
GET A PH.D. OR ED.D.	<input type="checkbox"/> 2	
GET A DOCTOR OF ARTS DEGREE	<input type="checkbox"/> 3	
GET A MASTER'S DEGREE	<input type="checkbox"/> 4	
ENROLL IN IN-SERVICE COURSES AT YOUR COLLEGE	<input type="checkbox"/> 5	
OTHER (Specify) _____	<input type="checkbox"/>	

26. If you had a free summer, what would you do with it?

14-15

27. What type of training would you seek before teaching if you were to begin all over again?

16-17

28. Five years from now (1980) you might be considering the following positions. How attractive do they appear to you at this time?

	<u>VERY ATTRACTIVE</u>	<u>SOMEWHAT ATTRACTIVE</u>	<u>UN- ATTRACTIVE</u>	
a. A faculty position at a four-year college or university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	10
b. A faculty position at another community or junior college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	10
c. An administrative position in a community or junior college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	20
d. A position in a professional association	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	21
e. A school outside the United States	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	22
f. Any position but this college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	23
g. A non-teaching, non-academic position	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	24
h. I would be doing what I'm doing now	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	20
i. I have no idea.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	26

29. What has been your affiliation with professional organizations in the past three years?

	<u>MEMBER 27-29</u>	<u>ATTENDED A REGIONAL OR NATIONAL MEETING 29-30</u>	<u>PRESENTED A PAPER 31-32</u>
American Association of University Professors	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
American Federation of Teachers (or affiliate)	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
National Education Association (or affiliate)	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Other national or regional organizations in your subject area (e.g., American Historical Association, National Council of Teachers of English, American Council on Teaching of Foreign Languages) (Please specify):			
_____	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
_____	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
_____	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

30. How would you rate the qualities that students should gain from a two-year college education?

	<u>VERY IMPORTANT</u>	<u>LESS IMPORTANT</u>	
a. Knowledge and skill directly applicable to their careers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	33
b. An understanding and mastery of some academic discipline	<input type="checkbox"/> 1	<input type="checkbox"/> 2	34
c. Preparation for further formal education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	35
d. Self-knowledge and a personal identity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	36
e. Aesthetic awareness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	37
f. Knowledge of and interest in community and world problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	30

Many of the questions in the following section pertain particularly to humanities education. Even if you are not an instructor in the humanities, we are very much interested in your opinions and we would like your responses to these items. For purposes of this study, the humanities includes the following subject areas separately or in combination:

aesthetics	jurisprudence
art history or appreciation	linguistics
comparative religion	literary criticism
cultural anthropology	literature
cultural geography	music history or appreciation
English	philosophy, ethics, logic
foreign languages	political science
history	theater history or appreciation

31. How many humanities courses do you think students in two-year occupational programs should be required to take?
 NONE ☐ 1 ONE ☐ 2 TWO ☐ 3 THREE ☐ 4 FOUR ☐ 5 FIVE ☐ 6 SIX OR MORE ☐ 7 NO OPINION ☐ 8 39

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

	<u>TOO FEW</u>	<u>SUFFICIENT</u>	<u>TOO MANY</u>	<u>DON'T KNOW</u>	
a. Colloquiums and seminars	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	40
b. Lectures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	41
c. Exhibits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	42
d. Concerts and recitals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	43
e. Films	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	44

33. How do you experience the humanities other than through your teaching?

45-46

34. What changes in humanities instruction have taken place at your college in the past seven years?

47-48

35. What changes would you like to see effected?

36. How do you feel about the following?

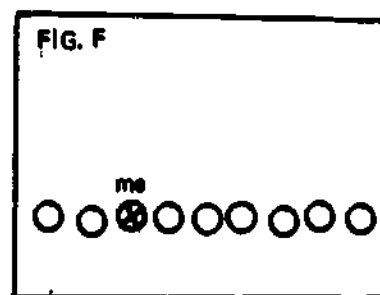
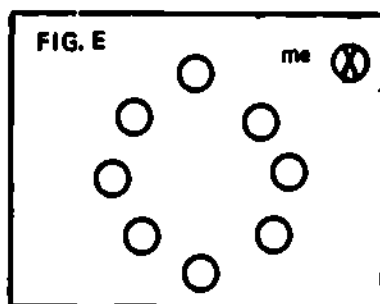
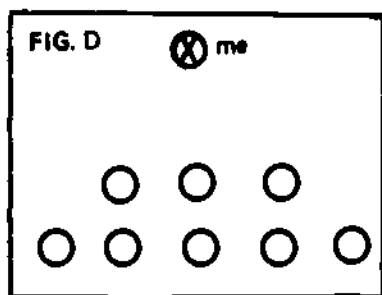
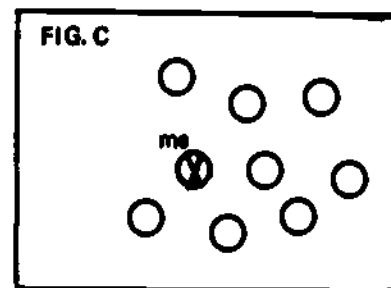
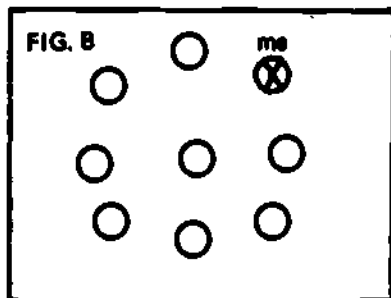
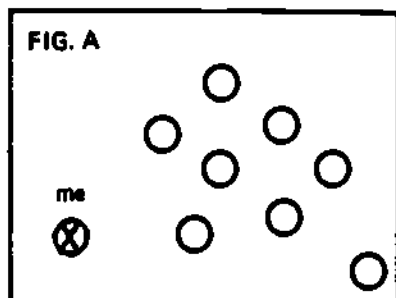
	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
a. Overall, this institution's administration is creative and effective	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	91
b. This college should be actively engaged in community services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	92
c. Most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	93
d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	94
e. I feel considerable personal strain in my commitments to different aspects of my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	95
f. It is as important for a person to experience his emotions and feelings as it is to develop his intellectual or cognitive skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	96
g. All too often the present is filled with unhappiness. It's only the future that counts.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	97
h. Collective bargaining by faculty members has a definite place in a community college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	98
i. I believe that if I work hard, things will work out for me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	99
j. Faculty members in all kinds of higher education institutions should engage in a process of self-evaluation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	60
k. Career education and occupational training should be the major emphasis in today's community college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	61
l. Most humanities instructors are well prepared to teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	62
m. Growth is a never ending process and should be a continuous quest	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	63
n. Exciting developments are taking place in the humanities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	64
o. The humanities are being diminished in importance in the community college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	65
p. Satisfactory opportunities for inservice training are not available at this college	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	66

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
q. As a child I felt especially proud of my mother, father, or other member of my family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	67
r. Teaching effectiveness should be the primary basis for faculty promotion	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	68
s. Faculty promotions should be based in part on formal student evaluations of their teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	68
t. Faculty should engage in more interdisciplinary courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	70
u. I would like to have closer contacts with university faculty members who teach the same course I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	71
v. The administration of my department is not very democratic	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	72
w. I prefer to teach small classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	73
y. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	74
y. I tend to pattern my teaching after my own college or university courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	78
z. There should be preferential hiring for women and/or minority faculty at this institution	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	12 - 4 12
aa. If I had a chance to retrace my steps, I would not choose an academic life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	13
bb. Knowledge in my field is expanding so fast that I need further training in order to keep up	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 6	14
cc. Compared with most people of my age in my field who have had comparable training, I have been more successful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	16
dd. Students should not have representation on the governing boards of colleges and universities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 6	16
ee. Most of the important ideas about the humanities emanate from the university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	17
ff. The same humanities courses should be given to humanities and non-humanities students (e.g., occupational students, science majors)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	18
gg. Time hangs heavy on my hands when I am not teaching or acting as a college administrator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	18
hh. The humanities curriculum in my college should be modified	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	20

37. People often feel differently with different groups and in different situations.

Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)

	FIG. <u>A</u>	FIG. <u>B</u>	FIG. <u>C</u>	FIG. <u>D</u>	FIG. <u>E</u>	FIG. <u>F</u>	
Other instructors in my field	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	21
Most instructors at this school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	22
My family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	23
My group of friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	24
Teacher organizations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	25
My students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	26
College administrators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	27



38. Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values; which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

_____	A COMFORTABLE LIFE (a prosperous life)	28-29
_____	EQUALITY (brotherhood, equal opportunity for all)	30-31
_____	AN EXCITING LIFE (a stimulating, active life)	32-33
_____	FAMILY SECURITY (taking care of loved ones)	34-35
_____	FREEDOM (independence, free choice)	36-37
_____	HAPPINESS (contentedness)	38-39
_____	INNER HARMONY (freedom from inner conflict)	40-41
_____	MATURE LOVE (sexual and spiritual intimacy)	42-43
_____	NATIONAL SECURITY (protection from attack)	44-45
_____	PLEASURE (an enjoyable, leisurely life)	46-47
_____	SALVATION (saved, eternal life)	48-49
_____	SELF-RESPECT (self-esteem)	50-51
_____	A SENSE OF ACCOMPLISHMENT (lasting contribution)	52-53
_____	SOCIAL RECOGNITION * (respect, admiration)	54-55
_____	TRUE FRIENDSHIP (close companionship)	56-57
_____	WISDOM (a mature understanding of life)	58-59
_____	A WORLD AT PEACE (free of war and conflict)	60-61
_____	A WORLD OF BEAUTY (beauty of nature and the arts)	62-63

Items comprising the categories and constructs: scores for each, and indicators of central tendencies are included in the remainder of this section.

CATEGORY: Demographic (11 items)

1. What is your present principal teaching field? _____
2. Your department or division of teaching appointment? _____
3. Were you ever a student in a community/junior college? YES ☐ NO ☐
4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUNIOR/COMM. COLLEGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DENOMINATIONAL COLLEGE OR UNIVERSITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER (Specify) _____	_____	_____	_____	_____	_____
YEAR OBTAINED	_____	_____	_____	_____	_____
	year	year	year	year	year

5. Your graduate major (or majors) ? _____
6. Major of highest graduate degree now held? _____
7. Toward what kind of degree are you currently working?
- | | | | | | |
|-----------------------|--------------------------|-----------|--------------------------|-----------------|--------------------------|
| ASSOCIATE DEGREE | <input type="checkbox"/> | BACHELORS | <input type="checkbox"/> | DOCTORAL DEGREE | <input type="checkbox"/> |
| TECHNICAL CERTIFICATE | <input type="checkbox"/> | MASTERS | <input type="checkbox"/> | NONE | <input type="checkbox"/> |
8. Your sex: MALE ☐ FEMALE ☐
9. Year of birth _____
10. Are you:
- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| WHITE/CAUCASIAN | <input type="checkbox"/> | MEXICAN-AMERICAN/CHICANO | <input type="checkbox"/> |
| BLACK/NEGRO/AFRO-AMERICAN | <input type="checkbox"/> | PUERTO RICAN-AMERICAN | <input type="checkbox"/> |
| AMERICAN INDIAN | <input type="checkbox"/> | OTHER | <input type="checkbox"/> |
| ORIENTAL | <input type="checkbox"/> | | |
11. About how many books were there in the home in which you were raised?
- 1 - 10 ☐ 11 - 25 ☐ 26 - 100 ☐ 101 - 200 ☐ OVER 200 ☐

CATEGORY: Experience in Profession (16 items)

	<u>NONE</u>	<u>LESS THAN ONE YEAR</u>	<u>1-2 YRS.</u>	<u>3-4 YRS.</u>	<u>5-10 YRS.</u>	<u>11-20 YRS.</u>	<u>OVER 20 YRS</u>
12. How many years were you an instructor or an administrator							
... in a secondary school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... in a four-year college or university (beyond the level of teaching or research assistant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...							
13. Within any two-year college how many years have you been							
... a faculty member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... a department or division chairperson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... an administrator (e.g. Dean, President)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Are you currently the chairperson of your division or department? YES ☐ NO ☐ (If you are chairperson of your division or department please answer questions below otherwise skip to Question 15 on next page.)

- a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐ NO ☐

- b. Has there been pressure from other administrators and/or from the faculty ...

TO HIRE PEOPLE WITH A DOCTORATE ☐
 NOT TO HIRE PEOPLE WITH A DOCTORATE ☐
 NO PRESSURE EITHER WAY ☐

- c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐ NO ☐

- d. What has been your experience with instructors holding a doctorate? (Please describe)

	<u>NONE OR LESS THAN ONE YEAR</u>	<u>1-2 YRS.</u>	<u>3-4 YRS.</u>	<u>5-10 YRS.</u>	<u>11-20 YRS.</u>	<u>OVER 20 YRS.</u>
15. How many years have you worked in your current institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How many class hours a week are you teaching this term _____ HOURS A WEEK

17. Are you considered to be a full-time faculty member? YES ☐ NO ☐

18.a Are you currently employed in a job in addition to your position at this college? YES ☐ NO ☐

(If "yes"): b. How many hours per week?

1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ MORE THAN 40 ☐

C

1	Their performance is the same as other teachers
2	We have had no experience with them
3	Our experience shows them to be fine, excellent, or good teachers/better prepared teachers
4	They have good personal qualities (humility, nice, pleasant, sense of humor)
5	
6	They are good leaders; high professional qualifies
7	
8	
9	
0	
X	
Y	
1	They are too ambitious
2	Our experience is a negative one; they are too high thinking, consider themselves little gods
3	The- do not know how to teach; too subject-oriented
4	They seem unable to relate to ss
5	
6	
7	
8	
9	
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
0	
X	
Y	
	All other

CATEGORY: Values and Attitudes (25 items)

14. c. In the future do you plan to hire instructors who hold a doctoral degree?

d. Why?

36. How do you feel about the following?

	<u>STRONGLY</u> <u>AGREE</u>	<u>SOMEWHAT</u> <u>AGREE</u>	<u>DON'T KNOW</u> <u>OR</u> <u>NO OPINION</u>	<u>SOMEWHAT</u> <u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
b. This college should be actively engaged in community services					
h. Collective bargaining by faculty members has a definite place in a community college					
k. Career education and occupational training should be the major emphasis in today's community college					
y. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated					
z. There should be preferential hiring for women and/or minority faculty at this institution					
dd. Students should not have representation on the governing boards of colleges and universities					

38. Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values; which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

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_____	FAMILY SECURITY (taking care of loved ones)	34-35
_____	FREEDOM (independence, free choice)	36-37
_____	HAPPINESS (contentedness)	38-39
_____	INNER HARMONY (freedom from inner conflict)	40-41
_____	MATURE LOVE (sexual and spiritual intimacy)	42-43
_____	NATIONAL SECURITY (protection from attack)	44-45
_____	PLEASURE (an enjoyable, leisurely life)	46-47
_____	SALVATION (saved, eternal life)	48-49
_____	SELF-RESPECT (self-esteem)	50-51
_____	A SENSE OF ACCOMPLISHMENT (lasting contribution)	52-53
_____	SOCIAL RECOGNITION (respect, admiration)	54-55
_____	TRUE FRIENDSHIP (close companionship)	56-57
_____	WISDOM (a mature understanding of life)	58-59
_____	A WORLD AT PEACE (free of war and conflict)	60-61
_____	A WORLD OF BEAUTY (beauty of nature and the arts)	62-63

WHY OR WHY NOT HIRE PEOPLE HOLDING DOCTORATES

1	They are usually the best qualified applicant	1
2	Our teachers are required by the accrediting Ass. to hold a doctorate	2
3	If they are available, we hire them	3
4	They are more capable, knowledgeable, have more subject mastery	4
5	Prestige; upgrade faculty	5
6	We hire the best person regardless of degree	6
7		7
8		8
9		9
0		0
X		X
Y		Y
1	They are too specialized to meet needs of two-year college	1
2	They are not available	2
3	They want a salary that is too high	3
4	They are too research oriented/less interested in teaching	4
5	They do not have enough practical experience; we prefer practical experience	5
6		6
7		7
8		8
9		9
0	The degree is not necessary to teach in my dept.	0
X	All other	X
Y		Y

CONSTRUCT: Preference for Further Preparation (Maximum Score = 27)

7. Toward what kind of degree are you currently working?

Associate degree. . . + 3

Bachelors degree. . . + 3

Doctoral Degree . . . + 3

Technical Certificate.+ 3

Masters.

None

25a. Would you like to take steps toward professional development in the next five years?

YES

NO, I'VE GONE AS FAR AS I CAN

+2

—

(If Yes,):

25b. Which one of the following most appeals to you? (CHECK ONE)

Enroll in courses in a univ. +1

Get a Ph.D. or Ed.D. +2

Get a Doct.of Arts Degree +2

Get a Master's Degree +2

Enroll in in-service courses
at your college +1

Other (Specify) —

26. If you had a free summer, what would you do with it?

Take classes; study; read in field. . . . +1

Do research. +1

Work as teacher; prepare to teach; write
courses. +1

Work on advanced degree. +3

Attend prof. workshops; conferences. . . +2

36. How do you feel about the following?

	<u>STRONGLY</u> <u>AGREE</u>	<u>SOMEWHAT</u> <u>AGREE</u>	<u>DON'T KNOW</u> <u>OR</u> <u>NO OPINION</u>	<u>SOMEWHAT</u> <u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
bb. Knowledge in my field is expanding so fast that I need further training in order to keep up	<u>+3</u>	<u>+1</u>	—	—	—
c. Most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years	<u>+3</u>	<u>+1</u>	—	—	—

Preference for Further Preparation**Humanities Sample (N=1493)**

Range-- 2-23

High ≥ 13 (N=173)	Median	7.67
Medium 5-12 (1118)	Mean	8.40
Low ≤ 4 (202)	S.D.	3.52

Non-Humanities Sample (N=505)

Range-- 2-23

High ≥ 13 (N=66)	Median	7.90
Medium 6-12 (339)	Mean	8.62
Low ≤ 5 (100)	S.D.	3.46

Preference for Further Preparation

Print out as one group. Maximum score possible is 27.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
7	1	36	2	3
			3	3
			4	3
			5	3
25a	3	12	1	2
25b	3	13	1	1
			2	2
			3	2
			4	2
			5	1
26	3	14	2	1
			3	1
			5	1
			6	3
			9	2
36c	3	53	1	3
			2	1
36bb	4	14	1	3
			2	1

CONSTRUCT: Curriculum and Instruction (Maximum Score = 45)

20 Please respond to the following questions by marking the appropriate space:

	<u>YES</u>	<u>NO</u>
c. Have you ever received a formal award for outstanding teaching?	<u>+3</u>	—
d. Have you taught courses jointly with faculty members outside your department?	<u>+2</u>	—
f. In the past three years did you go off campus to attend a conference or symposium related to teaching?	<u>+2</u>	—
g. Do you use a syllabus for teaching your courses?	<u>+1</u>	—
i. Have you revised your syllabus and/or teaching objectives in the past three years?	<u>+2</u>	—
j. Do you sometimes run an item analysis on a test that you give your students?	<u>+3</u>	—
k. Do you usually distribute sets of written measurable objectives to your students?	<u>+3</u>	—
n. Have you ever prepared a replicable or multi-media instructional program for use in your classes?	<u>+3</u>	—
o. Do you typically submit written evidence of student learning (other than grade marks) to your dean or department head?	<u>+3</u>	—

23. If you had free choice in the matter how much time would you give to the following?

	<u>MORE THAN NOW</u>	<u>SAME AMOUNT</u>	<u>LESS THAN NOW</u>
Classroom instruction	<u>+3</u>	—	—
Reading student papers or tests	<u>+1</u>	—	—
Planning instruction	<u>+3</u>	—	—

24. On your most recent working day how many hours did you spend in:

k. Planning instruction: ≥ 2 hours = +2

27. What type of training would you seek before teaching if you were to begin all over again?

Do more student teaching; have more practical teaching experience +3

Take more teaching methods courses.+3

Prepare for community college particularly. . .+1

36. How do you feel about the following?

	<u>STRONGLY</u> <u>AGREE</u>	<u>SOMEWHAT</u> <u>AGREE</u>	<u>DON' KNOW</u> <u>OR</u> <u>NO OPINION</u>	<u>SOMEWHAT</u> <u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
s. Faculty promotions should be based in part on formal student evaluations of their teachers	<u>+1</u>	<u>+1</u>	—	—	—
t. Faculty should engage in more interdisciplinary courses	<u>+2</u>	<u>+1</u>	—	—	—
w. I prefer to teach small classes	—	—	—	<u>+2</u>	<u>+3</u>
hh. The humanities curriculum in my college should be modified	<u>+1</u>	<u>+1</u>	—	—	—

Curriculum/Instruction

Print out as group. Maximum score possible is 45.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
20c	2	14	1	3
20d	2	15	1	2
20f	2	17	1	2
20g	2	18	1	1
20i	2	20	1	2
20j	2	21	1	3
20k	2	22	1	3
20n	2	25	1	3
20o	2	26	1	3
23	2	41	1	3
	2	50	1	1
	2	51	1	3
24k	2	73-74	2 hrs. or more	2
27	3	16	6	3
			9	3
		17	5	1

Curriculum/Instruction

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
36s	3	69	1 2	1 1
36t	3	70	1 2	2 1
36w	3	73	4 5	2 3
36hh	4	20	1 2	1 1

Curriculum and Instruction

Humanities Sample (N=1493)

Range-- 1-36

High ≥ 25 (N=221)	Median	17.55
Medium 13-24 (1025)	Mean	18.27
Low ≤ 12 (247)	S.D.	5.95

Non-Humanities Sample (N=505)

Range-- 3-36

High ≥ 26 (N=83)	Median	19.44
Medium 14-25 (353)	Mean	19.84
Low ≤ 13 (69)	S.D.	5.72

CONSTRUCT: Research Orientation (Maximum Score = 30)

20. Please respond to the following questions by marking the appropriate space

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| e. Have you ever had an article published in a journal in your field? | 2 | |
| h. Have you ever been a paid consultant? | 2 | |
| l. Have you authored or co-authored a published book? | 3 | |
| m. Have you ever applied to an outside agency for a research grant to study a problem in your field? | 1 | |
| p. Since you have been teaching have you ever received a stipend or grant from . . . | | |
| . . . your own college (e.g. faculty fellowship)? | 1 | |
| . . . a private foundation (e.g. Ford, Danforth), or a professional association? | 3 | |
| . . . state or federal agency (e.g. National Endowment for the Humanities)? | 3 | |

21. How would you rate the following as sources of advise on teaching?

	<u>Quite useful</u>	<u>Somewhat Useful</u>
Professional journals	2	1

22. Which professional journal or periodicals do you subscribe to and/or read regularly or occasionally? (List below and indicate which ones you subscribe to, which ones you read regularly, and which ones you read occasionally.)

Subscribe to,	}		
Read regularly,		One or more	One or more
or		Discipline-related	Professional
Read occasionally		Journals = 1	Journals = 1

23. If you had free choice in the matter, how much time would you give to the following?

	<u>MORE THAN NOW</u>	<u>SAME AMOUNT</u>	<u>LESS THAN NOW</u>
Research or professional writing	2		

24. On your most recent working day how many hours did you spend in:

- c. Research or professional writing.any # \geq 1 hr. = 2

26. If you had a free summer, what would you do with it?

Do research. 2

Write for publication. 2

29. What has been your affiliation with professional organizations in the past three years?

PRESENTED A PAPER

American Association of University Professors

American Fed. of Teachers (or affiliate)

(1 mark = 2
2 or more = 3)

Nat'l. Education Assoc.(or affiliate)

Other national or regional organizations in your subject area (e.g. American Historical Assoc., National Council of Teachers of English, American Council on Teaching of Foreign Lang.) (Pls. specify): _____

Research Orientation

Print out as one group. Maximum score possible is 30.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
20e	2	16	1	2
20h	2	19	1	2
20i	2	23	1	3
20m	2	24	1	1
20p	2	27	1	1
20p	2	28	1	3
20p	2	29	1	3
21	2	36	1 2	2 1
22	2	38	any	1
22	2	39	any	1
23	2	43	1	2
24c	2	57-58		2 Give a 2 score if ≥1 hour is indicated
26	3	14	3 8	2 2
29	3	31-32	any row	1 mark = 2 2 or more = 3

Research Orientation

Humanities Sample (N=1493)

Range-- 2-26

High	15-26	(N=223)	Median	9.02
Medium	7-14	(N=996)	Mean	10.15
Low	2-6	(N=274)	S.D.	4.12

Non-Humanities Sample (N=505)

Range-- 3-25

High	15-25	(N= 97)	Median	9.92
Medium	7-14	(N=335)	Mean	10.87
Low	3-6	(N= 73)	S.D.	4.14

CONSTRUCT: Concern for Students (Maximum Score = 20)

19. How would you rate each of the following:

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
c. Relations with students	<u>+1</u>	<u>+1</u>	—	—
k. Your students' enthusiasm for learning	<u>+1</u>	<u>+1</u>	—	—

21. How would you rate the following as sources of advice on teaching?

	<u>QUITE USEFUL</u>	<u>SOMEWHAT USEFUL</u>	<u>NOT VERY USEFUL</u>
Students	<u>+3</u>	<u>+1</u>	—

23. If you had a free choice in the matter, how much time would you give to the following?

	<u>MORE THAN NOW</u>	<u>SAME AMOUNT</u>	<u>LESS THAN NOW</u>
Student interaction outside class	<u>+3</u>	<u>+1</u>	—

24. On your most recent working day how many hours did you spend in:

h. Student interaction outside class. . . . any number $\geq 2 = +2$

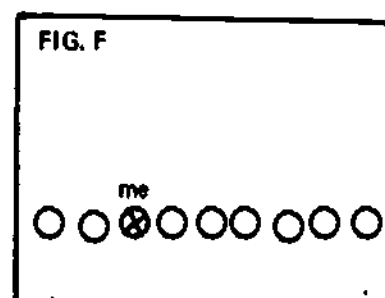
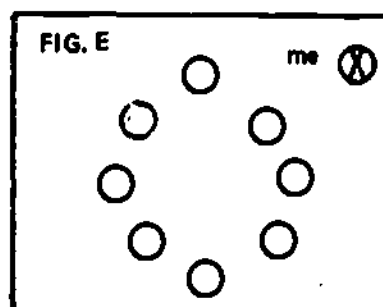
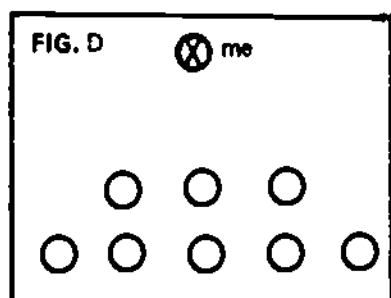
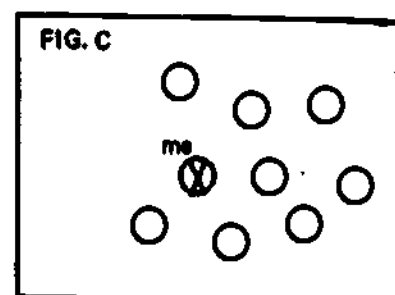
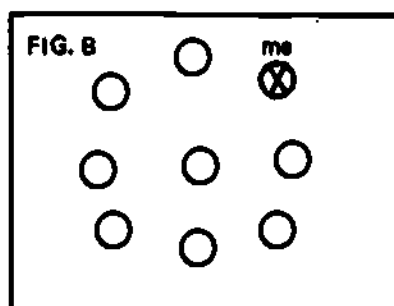
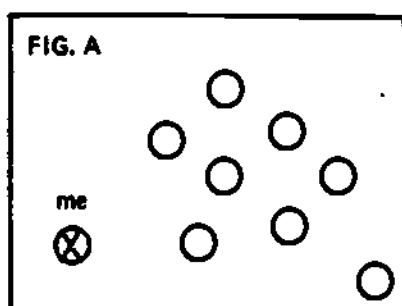
36. How do you feel about the following?

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students	<u>+2</u>	<u>+1</u>	—	<u>+1</u>	<u>+1</u>
s. Faculty promotions should be based in part on formal student evaluations of their teachers	<u>+3</u>	<u>+2</u>	<u>+1</u>	—	—
dd. Students should not have representation on the governing boards of colleges and universities	<u>+1</u>	<u>+2</u>	<u>+3</u>	—	—
ff. The same humanities courses should be given to humanities & non-humanities students (e.g. occupational students, science majors)	<u>+1</u>	75 <u>+1</u>	—	<u>+1</u>	<u>+1</u>

37. People often feel differently with different groups and in different situations.

Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)

My students FIG. A FIG. B FIG. C FIG. D FIG. E FIG. F
 — +2 +2 — — +2



Concern for Students

Print out as one group. Maximum score possible is 20.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
19	1	64	1	1
			2	1
		72	1	1
			2	1
21	2	34	1	3
			2	1
23	2	48	1	3
			2	1
24h	2	67-68	[2 hrs. or more]	2
36d	3	54	1	1
			2	1
			4	1
36s	3	69	5	1
			1	3
			2	2
36dd	4	16	3	1
			4	2
			5	3
36ff	4	18	1	1
			2	1
			4	1
37	4	26	5	1
			2	2
			3	2
			6	2

Concern for Students

Humanities Sample (N=1493)

Range-- 2-20

High ≥ 17 (N=148)	Median	11.61
Medium 9-16 (1104)	Mean	12.05
Low ≤ 8 (241)	S.D.	3.46

Non-Humanities Sample (N=505)

Range-- 3-20

High ≥ 16 (N=76)	Median	11.18
Medium 8-15 (372)	Mean	11.68
Low ≤ 7 (57)	S.D.	3.37

CONSTRUCT: University as Reference Group (Maximum Score = 31)

21. How would you rate the following as sources of advice on teaching?

	<u>QUITE USEFUL</u>	<u>SOMEWHAT USEFUL</u>	<u>NOT VERY USEFUL</u>
University Professors	<u>+5</u>	<u>+3</u>	—

28. Five years from now (1980) you might be considering the following positions. How attractive do they appear to you at this time?

	<u>VERY ATTRACTIVE</u>	<u>SOMEWHAT ATTRACTIVE</u>	<u>UN-ATTRACTIVE</u>
A. A faculty position at a four-year college or university	<u>+5</u>	<u>+3</u>	—

29. What has been your affiliation with professional organizations in the past three years?

	<u>MEMBER</u>	<u>ATTENDED A REGIONAL OR NATIONAL MEETING</u>	<u>PRESENTED A PAPER</u>
American Association of University Professors	<u>+1</u>	<u>+2</u>	<u>+3</u>

36. How do you feel about the following?

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
u. I would like to have closer contacts with university faculty members who teach the same course I teach	<u>+5</u>	<u>+3</u>	<u>+1</u>	—	—
v. I tend to pattern my teaching after my own college or university courses	<u>+5</u>	<u>+3</u>	<u>+1</u>	—	—
ee. Most of the important ideas about the humanities emanate from the university	<u>+5</u>	<u>+3</u>	<u>+1</u>	—	—

University as Reference Group

Print out as one group. Maximum score possible is 31.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
21	2	31	1 2	5 3
28a	3	18	1 2	5 3
29	3	27-28 29-30 31-32	1 1 1	1 2 3
36u	3	71	1 2 3	5 3 1
36y (2)	3	75	1 2 3	5 3 1
36ee	4	17	1 2 3	5 3 1

University as Reference Group

Humanities Sample (N=1493)

Range-- 1-28

High ≥ 18 (N=247)	Median	12.20
Medium 8-17 (1036)	Mean	12.71
Low ≤ 7 (210)	S.D.	4.83

Non-Humanities Sample (N=505)

Range-- 1-25

High ≥ 16 (N=82)	Median	10.79
Medium 7-15 (341)	Mean	11.15
Low ≤ 6 (82)	S.D.	4.49

CONSTRUCT: Concern with Humanities (Maximum Score = 51)

30. How would you rate the qualities that students should gain from a two-year college education?

VERY IMPORTANTLESS IMPORTANT

e. Aesthetic awareness

+3

—

31. How many humanities courses do you think students in two-year occupational programs should be required to take?

None. —

One. +1Two. +1Three. +2Four. +2Five. +3Six or More. +3

No Opinion. —

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

TOO FEWSUFFICIENTTOO MANYDON'T KNOWa. Colloquiums and seminars +3 +1 — —b. Lectures +3 +1 — —c. Exhibits +3 +1 — —d. Concerts and recitals +3 +1 — —e. Films +3 +1 — —

33. How do you experience the humanities other than through your teaching?

Visit art museums, art shows, art exhibits; concerts; theatre, films. +1

Read +1

Attend classes, lectures, seminars +1

Talk with peers and associates +1

34. What changes in humanities instruction have taken place at your college in the past seven years?

Added or improved course offerings in humanities and fine arts (expanded program). +1

Integrated humanities into interdisciplinary courses (more interdisciplinary programs). +1

More student interest courses; more courses students care about (make courses more relevant). +1

Improved/enlarged facilities and/or materials. +1

More extra curricular courses; films; concerts, etc. . . . +1

35. What changes would you like to see effected?

Added or improved course offerings in humanities and fine arts (expanded program). +2

Integrated humanities into interdisciplinary courses (more interdisciplinary programs). +2

More student interest courses; more courses students care about (make courses more relevant). +2

Improved/enlarged facilities and/or materials. +2

More extra curricular courses; films, concerts, etc. . . . +2

More administrative support for humanities. +2

More student interest and respect for humanities (includes honors classes). +2

36. How do you feel about the following?

STRONGLY
AGREE

SOMEWHAT
AGREE

DON'T KNOW
OR
NO OPINION

SOMEWHAT
DISAGREE

STRONGLY
DISAGREE

d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students

_____ +1 _____ +1 _____

ff. The same humanities courses should be given to humanities & non-humanities students (e.g., occup. students, sci. majors)

_____ +1 _____ +1 _____

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
hh. The humanities curricu- lum in my college should be modified	<u>+2</u>	<u>+1</u>	—	—	—
n. Exciting developments are taking place in the humanities	<u>+1</u>	<u>+1</u>	—	—	—
o. The humanities are being diminished in importance in the community college	<u>+1</u>	<u>+1</u>	—	—	—

Concern with Humanities

Print out as one group. Maximum score possible is 51.

<u>ITEM</u> 30e	<u>CARD</u> 3	<u>COLUMN</u> 37	<u>ROW</u> 1	<u>SCORE</u> 3
31	3	39	2 3 4 5 6 7	1 1 2 2 3 3
32a	3	40	1 2	3 1
32b	3	41	1 2	3 1
32c	3	42	1 2	3 1
32d	3	43	1 2	3 1
32e	3	43	1 2	3 1
33	3	45	2 6 7	1 1 1
33	3	46	2 3	1 1
34	3	47	1 3 9 0 Y	1 1 1 1 1

Concern with Humanities

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
35	3	49	1	2
			3	2
			9	2
			Ø	2
			Y	2
35	3	50	8	2
			9	2
36d	3	54	2	1
			4	1
36n	3	64	1	1
			2	1
36o	3	65	1	1
			2	1
			4	1
			5	1
36ff	4	18	2	1
			4	1
36hh	4	20	1	2
			2	1

Concern with Humanities

Humanities Sample (N=1493)
Range-- 12-47

High ≥ 38 (N=214)	Median	30.78
Medium 26-37 (1014)	Mean	31.11
Low ≤ 25 (265)	S.D.	5.73

Non-Humanities Sample (N=505)
Range 11-44

High ≥ 36 (N=65)	Median	29.07
Medium 24-35 (362)	Mean	29.31
Low ≤ 23 (78)	S.D.	5.55

CONSTRUCT: Satisfaction
 (Maximum Score = 40, before standardization;
 weighted as 100 to eliminate negatives;
 with standardized score, maximum is 4)

III-53-

19. How would you rate each of the following:	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
a. Your salary	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
b. Relations with colleagues	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
c. Relations with students	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
d. Relations with administrators	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
e. Relations with family and friends	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
f. Job security	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
g. Opportunities to be creative	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
h. Feelings about living up to your greatest potential	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
i. Your degree of autonomy	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
j. Freedom to choose textbooks, programs and media in your area	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
k. Your students' enthusiasm for learning	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
l. Your working environment in general	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>
m. Your life in general	<u>+2</u>	<u>+1</u>	<u>-1</u>	<u>-2</u>

28. Five years from now (1980) you might be considering the following positions.
 How attractive do they appear to you at this time?

	<u>VERY ATTRACTIVE</u>	<u>SOMEWHAT ATTRACTIVE</u>	<u>UN- ATTRACTIVE</u>
f. Any position but this college	<u>-2</u>	—	<u>+2</u>
h. I would be doing what I'm doing now	<u>+2</u>	—	<u>-2</u>

36. How do you feel about the following?

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
a. Overall, this institution's administration is creative and effective.	<u>+2</u>	<u>+1</u>	—	<u>-1</u>	<u>-2</u>
e. I feel considerable personal strain in my commitments to different aspects of my job.	<u>-2</u>	<u>-1</u>	—	<u>+1</u>	<u>+2</u>

	<u>STRONGLY</u> <u>AGREE</u>	<u>SOMEWHAT</u> <u>AGREE</u>	<u>DON'T KNOW</u> <u>OR</u> <u>NO OPINION</u>	<u>SOMEWHAT</u> <u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
p. Satisfactory opportunities for in-service training are not available at this college.	<u>-2</u>	<u>-1</u>	—	<u>+1</u>	<u>+2</u>
v. The administration of my department is not very democratic.	<u>-2</u>	<u>-1</u>	—	<u>+1</u>	<u>+2</u>
aa. If I had a chance to retrace my steps, I would not choose an academic life.	<u>-2</u>	<u>-1</u>	—	<u>+1</u>	<u>+2</u>

Satisfaction

Print out as a group. Maximum score is 40.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>
19a	1	62	1 = +2 2 = +1 3 = -1 4 = -2
19b	1	63	1 = +2 2 = +1 3 = -1 4 = -2
19c	1	64	1 = +2 2 = +1 3 = -1 4 = -2
19d	1	65	1 = +2 2 = +1 3 = -1 4 = -2
19e	1	66	1 = +2 2 = +1 3 = -1 4 = -2
19f	1	67	1 = +2 2 = +1 3 = -1 4 = -2
19g	1	68	1 = +2 2 = +1 3 = -1 4 = -2
19h	1	69	1 = +2 2 = +1 3 = -1 4 = -2
19i	1	70	1 = +2 2 = +1 3 = -1 4 = -2
		90	

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>
19j	1	71	1 = +2 2 = +1 3 = -1 4 = -2
19k	1	72	1 = +2 2 = +1 3 = -1 4 = -2
19l	1	73	1 = +2 2 = +1 3 = -1 4 = -2
19m	1	74	1 = +2 2 = +1 3 = -1 4 = -2
28f	3	23	1 = -2 3 = +2
28h	3	25	1 = +2 3 = -2
36a	3	51	1 = +2 2 = +1 3 = 0 4 = -1 5 = -2
36e	3	55	1 = -2 2 = -1 3 = 0 4 = +1 5 = +2
36p	3	66	1 = -2 2 = -1 3 = 0 4 = +1 5 = +2
36v	3	72	1 = -2 2 = -1 3 = 0 4 = +1 5 = +2
36aa	4	13	1 = -2 2 = -1 3 = 0 4 = +1

Satisfaction*

* Scores are standardized

Humanities Sample (N=1493)

Range--3.54 S.D. below mean to 2.29 S.D. above mean

High	+1.00 to 2.29 S.D. (N=254)	Median	0
Medium	- .99 to .99 S.D. (N=879)	Mean	0
Low	-3.54 to 1.00 S.D. (N=360)	S.D.	1

Non-Humanities Sample (N=505)

Range-- -2.98 S.D. to 2.12 S.D.

High	+1.00 to 2.12 S.D. (N=84)	Median	0
Medium	- .99 to .99 S.D. (N=339)	Mean	0
Low	-2.98 to -1.00 S.D. (N=82)	S.D.	1

CONSTRUCT: Functional Potential (Maximum Score = 30)

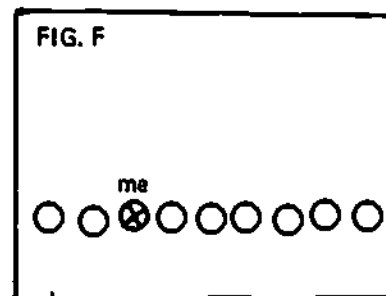
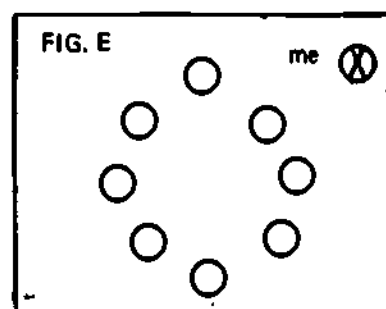
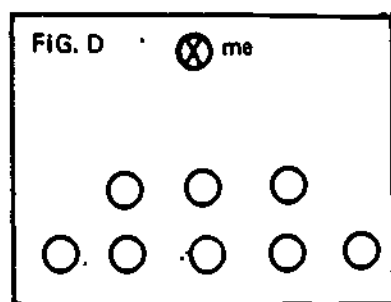
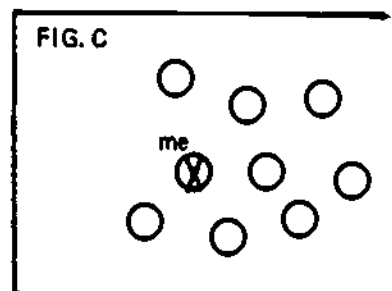
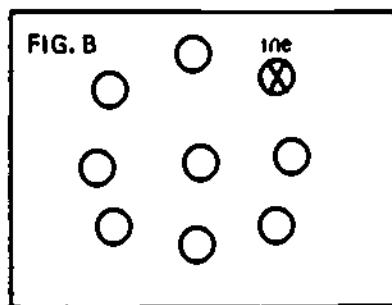
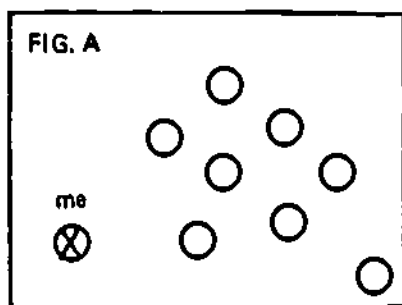
19. How would you rate each of the following?
- | | <u>EXCELLENT</u> | <u>GOOD</u> | <u>FAIR</u> | <u>POOR</u> |
|--|------------------|-------------|-------------|-------------|
| g. Opportunities to be creative | <u>+1</u> | <u>+1</u> | — | — |
| h. Feelings about living up to your greatest potential | <u>+2</u> | <u>+1</u> | — | — |
| i. Your degree of autonomy | <u>+2</u> | <u>+1</u> | — | — |
| m. Your life in general | <u>+1</u> | <u>+1</u> | — | — |
20. Please respond to the following questions by marking the appropriate space:
- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| l. Have you authored or co-authored a published book? | <u>+1</u> | — |
| m. Have you ever applied to an outside agency for a research grant to study a problem in your field? | <u>+1</u> | — |
23. If you had free choice in the matter, how much time would you give to the following?
- | | <u>MORE THAN NOW</u> | <u>SAME AMOUNT</u> | <u>LESS THAN NOW</u> |
|----------------------------------|----------------------|--------------------|----------------------|
| Research or professional writing | <u>+1</u> | — | — |
24. On your most recent working day how many hours did you spend in:
- Research or professional writing. Any number ≥ 1 Hour = +1
- 25a. Would you like to take steps toward professional development in the next five years?
- | | <u>YES</u> | <u>NO, I've gone as far as I can</u> |
|--|------------|--------------------------------------|
| | <u>+1</u> | — |
30. How would you rate the qualities that students should gain from a two-year college education?
- | | <u>VERY IMPORTANT</u> | <u>LESS IMPORTANT</u> |
|---|-----------------------|-----------------------|
| d. Self-knowledge and a personal identity | <u>+2</u> | — |

36. How do you feel about the following?	<u>STRONGLY</u> <u>AGREE</u>	<u>SOMEWHAT</u> <u>AGREE</u>	<u>DON'T KNOW</u> <u>OR</u> <u>NO OPINION</u>	<u>SOMEWHAT</u> <u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
c. Most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years.	<u>+1</u>	<u>+1</u>	—	—	—
f. It is as important for a person to experience his emotions and feelings as it is to develop his intellectual or cognitive skills.	<u>+1</u>	<u>+1</u>	—	—	—
g. All too often the present is filled with unhappiness. It's only the future that counts.	—	<u>+1</u>	—	<u>+1</u>	—
i. I believe that if I work hard, things will work out for me.	<u>+1</u>	<u>+1</u>	—	—	—
j. Faculty members in all kinds of higher education institutions should engage in a process of self-evaluation.	<u>+1</u>	<u>+1</u>	—	—	—
m. Growth is a never ending process and should be a continuous quest.	<u>+1</u>	<u>+1</u>	—	—	—
q. As a child I felt especially proud of my mother, father, or other member of my family.	<u>+1</u>	<u>+1</u>	—	—	—
r. Teaching effectiveness should be the primary basis for faculty promotion.	<u>+1</u>	<u>+1</u>	—	—	—
bb. Knowledge in my field is expanding so fast that I need further training in order to keep up.	<u>+1</u>	<u>+1</u>	—	—	—

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
cc. Compared with most people of my age in my field who have had comparable training, I have been more successful.	<u>+1</u>	<u>+1</u>	—	—	—

37. People often feel differently with different groups and in different situations. Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)

	<u>FIG A</u>	<u>FIG B</u>	<u>FIG C</u>	<u>FIG D</u>	<u>FIG E</u>	<u>FIG F</u>
Other instructors in my field	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
Most instructors at this school	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
My family	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
My group of friends	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
Teacher organizations	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
My students	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>
College administrators	—	<u>+1</u>	<u>+1</u>	—	—	<u>+1</u>



Functional Potential

Print out as one group. Maximum score possible is 30.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
19g	1	68	1 or 2	+1
19h	1	69	1 2	+2 +1
19i	1	70	1 2	+2 +1
19m	1	74	1 or 2	+1
20i	2	23	1	+1
20m	2	24	1	+1
23	2	43	1	+1
24c	2	57-58	any number ≥ 1	+1
25a	3	12	1	+1
30d	3	36	1	+2
36c	3	53	1 or 2	+1
36f	3	56	1 or 2	+1
36g	3	57	2 or 4	+1
36i	3	59	1 or 2	+1
36j	3	60	1 or 2	+1
36m	3	63	1 or 2	+1
36q	3	67	1 or 2	+1
36r	3	68	1 or 2	+1
36bb	4	14	1 or 2	+1
36cc	4	15	1 or 2	+1
37	4	21	2, 3, or 6	+1

Functional Potential

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
37	4	22	2,3, or 6	+1
37	4	23	2,3, or 6	+1
37	4	24	2,3, or 6	+1
37	4	25	2,3, or 6	+1
37	4	26	2,3, or 6	+1
37	4	27	2,3, or 6	+1

Functional Potential

Humanities Sample (N=1493)

Range-- 0-30

High ≥ 24 (N=151)

Medium 15-23(1174)

Low ≤ 14 (168)

Medium 19.00

Mean 19.08

S.D. 3.86

Non-Humanities Sample (N=505)

Range-- 6-29

High ≥ 24 (N=70)

Medium 15-23(405)

Low ≤ 14 (30)

Median 19.58

Mean 19.94

S.D. 3.42

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

IV. RESPONSES TO THE SURVEY

Arthur M. Cohen Florence B. Brawer

Following is a tabulation of the 1493 humanities instructors' responses to each item in the Faculty Survey. The figures show percent of the total group responding to each question except for the Values Scale (p. 17) where the median ranking accorded each value is listed.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

1. What is your present principal teaching field?

Art	6.9%
Anthropology	2.8
Foreign Language	14.1
History	16.5
Law/Government	9.3
Lib. Arts/Humn. Theater	7.4
Literature	27.2
Music	6.0
Philosophy	4.7
Religious Studies	2.0
Social Studies/Cult- ural Geog/Ethnic Studies	3.1

3. Were you ever a student in a community/junior college?

Yes 25.1%

No 74.1

N/A .7

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school)

	<u>ASSOCIATE DEGREE</u>	<u>TECHNICAL CERTIFICATE</u>	<u>BACHELORS DEGREE</u>	<u>MASTERS DEGREE</u>	<u>DOCTORAL DEGREE</u>
TECHNICAL INSTITUTE	.3%	.5%	.1%	.3%	.0%
JUNIOR/COMMUNITY COLLEGE	11.7	.4	1.1	.8	.1
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	1.1	.7	55.3	54.5	8.1
DENOMINATIONAL COLLEGE OR UNIVERSITY	.6	.2	22.6	11.7	1.7
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	.4	.4	17.3	21.9	5.6
OTHER	.5	.4	.8	.7	.3

5./6. What was your graduate major(s)?

Agriculture/Forestry	.1	Liberal Arts	2.1%
Architecture/Graphics	.3	Life Sciences	.3
Art	6.9	Linguistics	1.7
Anthropology	1.7	Literature	30.4
Business	.4	Mathematics	.2
Criminology	.3	Music	7.3
Education	14.4	Nursing	.1
Engineering	.1	Philosophy	4.5
Foreign Language	12.1	Physical Education	.5
Geography	1.1	Physical Sciences	.3
Guidance/Counselling	1.1	Political Science	8.4
Health	.1	Psychology	1.5
History	18.8	Religious Studies	3.5
Industrial Arts	.1	Social Sciences	4.6
Law	1.3	Speech/Drama	3.8
		Human Services/ Social Work	.2
		Basic Studies/ Communications	.1

7. Toward what kind of degree are you currently working?

Associate degree	.2%	Masters degree	7.0%
Technical degree	.6%	Doctoral degree	23.6%
Bachelors degree	.4%	none	68.1%

8. Your Sex: Female 33.3% Male 66.7%

9. Your Age:

under 25	1.3%
26-30	12.1
31-35	20.3
36-40	16.2
41-45	13.1
46-50	13.8
51-55	9.5
56-60	7.6
61 & older	6.2

10. Are you:

WHITE/CAUCASIAN	90.6%
BLACK/NEGRO/AFRO-AMERICAN	2.6
AMERICAN INDIAN	.2
ORIENTAL	.9
MEXICAN-AMERICAN/CHICANO	1.9
PUERTO RICAN-AMERICAN	.3
OTHER	1.9
N/A	1.5

11. About how many books were there in the home in which you were raised?

<u>1-10</u>	<u>11-25</u>	<u>26-100</u>	<u>101-200</u>	<u>over 200</u>	<u>no answer</u>
6.4%	9.8%	25.7%	19.0%	38.3%	.8%

		NONE	LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS	N/A
12.	How many years were you an instructor or an administrator								
	... in a secondary school?	41.1	3.5	10.4	10.4	17.7	8.8	2.3	5.7
	... in a four-year college or university (beyond the level of teaching or research assistant?)	54.7	3.1	11.6	7.6	9.4	4.0	1.1	8.4
13.	Within any two-year college how many years have you been								
	... a faculty member?	3.6	7.3	13.4	16.3	37.7	16.7	3.8	1.2
	... a department or division chairperson?	66.8	2.6	7.2	5.2	6.0	1.6	.5	10.0
	... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	80.7	1.5	2.3	1.9	1.1	.1	---	12.5
	... an administrator (e.g. Dean, President)?	83.7	.3	1.3	1.0	1.0	.3	.1	12.3

14. Are you currently the chairperson of your division or department?

YES 14.9% NO 83.7% N/A 1.3% (If yes, answer a-e)

a. Have you employed people with doctorate degrees as instructors in your department or division?

YES	47.5%
NO	49.3
N/A	3.1

b. Has there been pressure from other administrators and/or from the faculty ...

TO HIRE PEOPLE WITH A DOCTORATE	4.9%
NOT TO HIRE PEOPLE WITH A DOCTORATE	4.5
NO PRESSURE EITHER WAY	87.0
N/A	3.1

c. In the future do you plan to hire instructors who hold a doctoral degree?

YES	61.4%
NO	24.2
N/A	14.3

14d. Why?

Hire the best person regardless of degree	29.6%
More capable/knowledgeable	15.7
Best qualified candidate	7.2
Prestige/Up-grade faculty	2.7
If available we hire them	1.8
Teachers required by accrediting association to hold doctorate	1.3

Why not?

Want higher salary	8.5
Degree not necessary to teach in my dept.	6.3
Not enough practical experience	3.1
Too specialized to meet needs of 2-year college	1.8
They are not available	1.8
Too research oriented	.9
All others	3.1
Don't know/no answer	11.2

14e. What has been your experience with instructors holding the doctorate?

They are fine teachers	24.2%
Their performance is the same as others	22.0
I have no experience	15.1
They are good leaders/ have high professional qualities	10.3
They have good personal qualities -----	2.2
They do not know how to teach	6.7
They are unable to relate to students	6.7
A negative experience-- they are too high thinking	4.9
They are too ambitious	1.3
all others	.9
N/A	19.7

	NONE OR LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.	N/A
15. How many years have you worked in your current institution?	9.6%	13.5	17.0	42.1	14.9	2.3	.5

16. How many class hours a week are you teaching this term?

NONE	3 or less	4-6 hrs.	7-9 hrs.	10-12 hrs.	13-15 hrs.	15-18- hrs.	more than 18 hrs.
1.9%	8.5	10.7	8.2	17.1	32.1	13.2	8.2

17. Are you considered to be a full-time faculty member?

<u>YES</u>	<u>NO</u>	<u>N/A</u>
75.6%	23.5	.9

18. Are you currently employed in a job in addition to your position at this college?

<u>YES</u>	<u>NO</u>	<u>N/A</u>
26.4%	72.9	.7

(If "yes"): b. How many hours per week?

<u>1-10</u>	<u>11-20</u>	<u>21-30</u>	<u>31-40</u>	<u>MORE THAN 40</u>	<u>N/A</u>
35.5%	16.8	10.4	24.4	11.9	1.0

19. How would you rate each of the following

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>N/A</u>
a. Your salary	11.1	44.1	32.2	11.7	.9
b. Relations with colleagues	41.2	50.5	6.5	1.0	.8
c. Relations with students	58.2	39.1	2.0	---	.7
d. Relations with administrators	30.2	48.6	16.0	4.5	.7
e. Relations with family and friends	64.2	32.6	2.0	.1	.9
f. Job security	28.8	43.4	15.2	11.7	.9
g. Opportunities to be creative	33.1	41.9	19.0	5.1	.9
h. Feelings about living up to your greatest potential	17.3	49.3	25.2	6.8	1.4
i. Your degree of autonomy	28.8	50.8	15.8	3.1	1.5
j. Freedom to choose textbooks, programs and media in your area	53.2	32.1	10.2	3.8	.6
k. Your students' enthusiasm for learning	11.8	47.5	33.9	5.5	1.3
l. Your working environment in general	16.1	57.2	22.0	4.0	.7
m. Your life in general	35.7	55.7	6.2	.7	1.7

20. Please respond to the following questions by marking the appropriate space:

	<u>YES</u>	<u>NO</u>	<u>N/A</u>
a. Were you ever a teaching assistant in a four-year college or university?	39.4%	59.4	1.2
b. Did you ever do a student teaching assignment in a two-year college?	6.0	92.7	1.3
c. Have you ever received a formal award for outstanding teaching?	20.8	77.8	1.4
d. Have you taught courses jointly with faculty members outside your department?	27.1	71.9	1.0
e. Have you ever had an article published in a journal in your field?	29.0	69.9	1.1
f. In the past three years did you go off campus to attend a conference or symposium related to teaching?	76.1	22.7	1.2
g. Do you use a syllabus for teaching your courses?	72.8	25.6	1.6
h. Have you ever been a paid consultant?	32.5	66.2	1.3
i. Have you revised your syllabus and/or teaching objectives in the past three years?	92.7	5.0	2.3
j. Do you sometimes run an item analysis on a test that you give your students?	49.8	46.7	3.5
k. Do you usually distribute sets of written measurable objectives to your students?	47.4	50.0	2.5
l. Have you authored or co-authored a published book?	12.5	86.2	1.3
m. Have you ever applied to an outside agency for a research grant to study a problem in your field?	24.6	74.3	1.1
n. Have you ever prepared a replicable or multi-media instructional program for use in your classes?	41.5	56.4	2.1
o. Do you typically submit written evidence of student learning (other than grade marks) to your dean or department head?	16.9	81.4	1.7
p. Since you have been teaching have you ever received a stipend or grant from ...			
... your own college (e.g. faculty fellowship?	16.3	79.8	3.9
... a private foundation (e.g. Ford, Danforth), or a professional association?	7.8	85.1	7.2
... state or federal government agency (e.g. National Endowment for the Humanities)?	16.9	77.5	5.6

21. How would you rate the following as sources of advice on teaching?

	<u>QUITE USEFUL</u>	<u>SOMEWHAT USEFUL</u>	<u>NOT VERY USEFUL</u>	<u>N/A</u>
Dept. Chairpersons	30.4%	38.6	26.9	4.0
University Professors	21.0	45.5	28.8	4.6
Colleagues	52.9	38.4	6.4	2.2
High School Teachers	10.7	35.2	47.2	6.9
Students	43.3	46.3.	8.0	2.5
Administrators	8.2	33.4	54.3	4.1
Professional Journals	24.4	51.5	20.8	3.3
Programs of Professional Organizations	17.7	49.7	28.9	3.8

22. How many journals or periodicals do you subscribe to and/or read regularly or occasionally?

	<u>Discipline related</u>	<u>Professional/Ed.</u>	<u>General interest</u>
NONE	25.7	63.9	78.4
ONE	20.1	22.6	11.5
TWO	20.4	8.4	5.2
THREE	15.7	3.4	2.2
FOUR	8.8	1.2	1.8
FIVE	4.6	.5	.6
SIX	2.9	.1	.2
SEVEN OR MORE	1.8	----	.1

23. If you had free choice in the matter, how much time would you give the following?

	<u>MORE THAN NOW</u>	<u>THE SAME AMOUNT</u>	<u>LESS THAN NOW</u>	<u>N/A</u>
Classroom instruction	28.7%	55.5	13.7	2.1
Your own graduate education	52.7	37.5	3.5	6.3
Research or professional writing	61.0	32.0	3.7	3.3
Administrative activities	8.4	48.6	36.9	6.1
Professional association work	16.5	65.0	13.2	5.3
Community service	30.7	61.0	5.3	3.0
Personal affairs	42.6	52.8	1.9	2.7
Student interaction outside class	48.9	47.4	1.5	2.1
Conferring with colleagues	41.4	53.4	2.9	2.3
Reading student papers or tests	13.1	66.9	17.6	2.4
Planning instruction	47.1	48.4	2.4	2.1
Presenting recitals or lectures outside of class	37.0	52.8	6.2	4.1

24. On your most recent working day
how many hours did you spend in:

	<u>0-1</u>	<u>1+</u>	<u>2+</u>	<u>3+</u>	<u>4+</u>	<u>5+</u>	<u>6+</u>	<u>7+</u>	<u>8+</u>	<u>9+</u>	<u>10+</u>
a. Classroom instruction	4.3	5.0	12.6	39.0	18.8	10.4	5.1	1.7	1.3	0.6	1.2
b. Your own graduate education	81.1	7.4	5.4	3.5	0.9	0.7	0.5	0.1	0.1	--	0.3
c. Research or professional writing	73.1	10.6	9.6	3.2	1.7	0.9	0.3	0.1	0.1	0.1	0.4
d. Administrative activities (including committee work)	48.2	26.3	13.0	5.0	2.7	1.7	1.4	0.7	0.6	0.1	0.3
e. Professional association work	89.4	7.3	2.0	0.7	0.3	0.2	0.1	--	0.1	--	--
f. Community service	74.1	14.9	6.7	2.9	0.6	0.2	0.2	0.2	0.1	--	0.1
g. Personal affairs	32.3	16.3	20.1	12.3	7.8	4.0	2.5	0.8	1.7	0.3	1.9
h. Student interaction outside class	36.9	38.7	17.3	5.0	1.4	0.3	0.3	--	0.1	--	--
i. Informal interaction with colleagues	46.7	43.3	7.8	1.5	0.3	0.1	0.1	--	--	--	0.2
j. Reading student papers or tests	39.2	27.6	21.0	6.8	2.7	1.7	0.6	0.1	0.1	--	0.1
k. Planning instruction	27.5	35.4	25.2	7.5	2.4	1.0	0.7	--	0.1	--	0.1

25a. Would you like to take steps toward professional development in the next five years?

YES 85.9% NO, I'VE GONE AS FAR AS I CAN 12.9% N/A 1.2%

If "yes":

25b. Which of the following most appeals to you?

ENROLL IN COURSES IN A UNIV.	32.4%
PH.D. OR ED.D.	33.8
DOCTOR OF ARTS	6.7
MASTERS DEGREE	7.6
ENROLL IN IN-SERVICE COURSES AT YOUR COLLEGE	9.4
OTHER	20.0
N/A	.7

26. If you had a free summer, what would you do with it?

Travel	52.8%
Take classes/read/study	33.3
Recreation/rest	17.4
Write for publication	14.1
Do research	8.7
Work on advanced degree	8.2
Create/perform/ paint	7.6
Work as teacher/prepare classes	6.5
Attend professional workshops	1.7
Work at trade	1.3
All other	.2
N/A	3.9

27. What type of training would you seek before teaching if you were to begin all over again?

DO THE SAME	33.2%
STUDY HUMANITIES	11.6
DO MORE STUDENT TEACHING	9.2
TAKE MORE TEACHING METHODS COURSES	9.1
GET HIGHER DEGREE	5.8
TAKE MORE PSYCHOLOGY/ DEVELOPMENTAL COURSES	5.6
ACQUIRE BUSINESS/TECHNICAL SKILLS	4.6
STUDY SOCIAL SCIENCE	3.3
GO TO LAW OR MED. SCHOOL	3.0
TAKE FEWER EDUCATION COURSES	2.4
LESS EMPHASIS ON SPECIALIZED TRAINING	2.3
STUDY MATH OR SCIENCE	1.9
PREPARE FOR COMMUNITY COLLEGE	1.1
NOT TEACH	1.1
GO TO A DIFFERENT COLLEGE	1.0
WOULD NOT GET HIGHER DEGREE	.1
ALL OTHERS	4.8
NO ANSWER	11.5

28. Five years from now you might be considering the following positions. How attractive do they appear to you at this time?

	<u>VERY ATTRACTIVE</u>	<u>SOMEWHAT ATTRACTIVE</u>	<u>UN- ATTRACTIVE</u>	<u>N/A</u>
A faculty position at a four-year college or university	39.0%	36.2	18.8	6.0
A faculty position at another community or junior college	20.5	40.8	32.0	6.7
An administrative position in a community or junior college	13.7	24.4	55.2	6.7
A position in a professional association	5.5	24.7	62.7	7.1
A school outside the United States	22.7	37.9	32.6	6.8
Any position but this college	4.0	18.6	66.2	11.2
A non-teaching, non-academic position	7.6	25.3	59.3	7.8
I would be doing what I'm doing now	37.9	40.2	14.4	7.5
I have no idea	4.7	8.8	47.4	39.2

29. What has been your affiliation with professional organizations in the past three years?

	<u>NONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX</u>	<u>SEVEN</u>
Member	22.5	27.1	23.9	15.9	7.6	2.1	.6	.3
Attended a Regional/National Meeting	54.9	24.2	12.9	5.9	1.7	.3	.1	---
Presented a Paper	90.4	8.1	.9	.3	.2	---	.1	---

30. How would you rate the qualities that students should gain from a two-year college education?

	<u>VERY IMPORTANT</u>	<u>LESS IMPORTANT</u>	<u>N/A</u>
a. Knowledge and skill directly applicable to their careers	76.9%	21.0	2.1
b. An understanding and mastery of some academic discipline	63.6	34.2	2.3
c. Preparation for further formal education	80.4	17.5	2.1
d. Self-knowledge and a personal identity	89.0	9.2	1.7
e. Aesthetic awareness	76.8	21.1	2.1
f. Knowledge of and interest in community and world problems	83.3	14.9	1.9

31. How many humanities courses do you think students in two-year occupational programs should be required to take?

<u>NONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX OR MORE</u>	<u>NO OPINION</u>
1.7%	2.1	10.7	13.2	22.4	9.1	34.6	6.1

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

	<u>TOO FEW</u>	<u>SUFFICIENT</u>	<u>TOO MANY</u>	<u>DON'T KNOW--N/</u>
a. Colloquiums and Seminars	69.3	18.1	.9	11.7
b. Lectures	51.7	35.9	4.2	8.2
c. Exhibits	56.6	33.9	.8	8.7
d. Concerts and Recitals	54.9	36.3	.8	8.0
e. Films	41.7	45.9	4.4	8.0

33. How do you experience the humanities other than through your teaching?

Visit museums/ concerts/ theater	58.6%
Read	50.0
Records/TV/radio	21.0
Attend classes/ lectures/seminars	18.6
Participate in fine arts groups	15.7
Everyday experience	15.5
Talk with peers	14.9
Travel	14.1
Community service/ Church work	9.8
All others	.3
N/A	12.1

34. What changes in humanities have taken place at your college in the past seven years?

Added/Improved humanities courses	29.1%
Improved facilities/materials	6.4
Integrated humanities into interdisciplinary courses	5.5
More emphasis on individual development/seminars	4.3
Improved teaching techniques	4.1
More extra curricular courses	4.0
More student interest	3.3
Added ethnic studies	2.5
Better teachers	1.6
Added/Improved social science courses	1.4
More student participation in program planning	1.0
Lowered standards to meet needs of slower students	.6
Improve teaching techniques	.6
All other positive changes	1.7
Fewer humanities courses	4.6
De-emphasis of importance	3.0
Lowered standards	1.9
Decline in student interest	1.5
Lowered required number of courses	1.3
Drop in dollar support	.5
Little or no change	10.9
All other negative changes	.8
No answer	31.8

35. What changes would you like to see effected?

Added/Improved humanities courses	30.1%
Integrated humanities into interdisciplinary courses	13.9
More extra curricular courses	10.6
Improved facilities/materials	7.4
More emphasis on individual development/seminars	6.5
Improved teaching techniques	5.0
More student interest courses	4.1
Improve teaching conditions	3.8
More admin. support for humanities	3.8
More community involvement	3.0
Re-emphasize basic skills	3.0
More student interest/respect for the humanities	2.7
Better teachers	1.8
Added/Improved social science	1.7
Added ethnic studies	1.5
More student participation in program planning	1.5
More freedom in instruction	1.3
Reinstate former program	.8
Lowered standards for slower students	.7
Special courses for voc-tech teachers	.3
All other positive changes	5.0
All other negative changes	.2
No answer	26.7

36. How do you feel about the following?

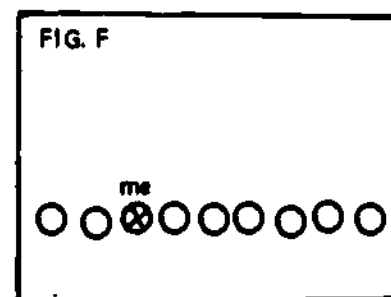
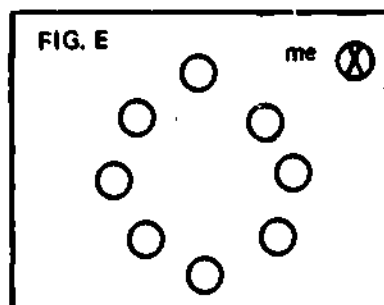
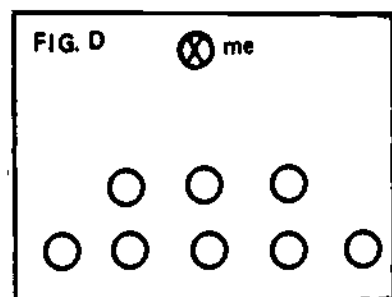
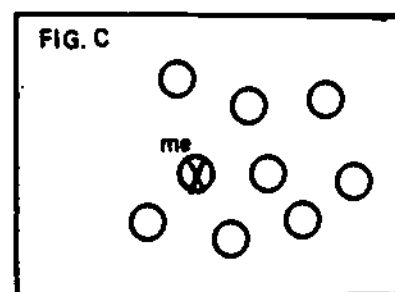
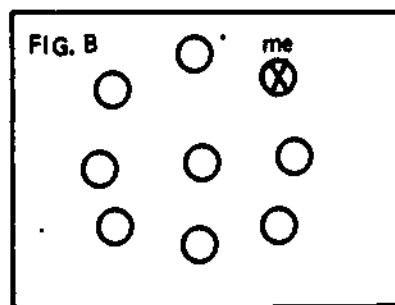
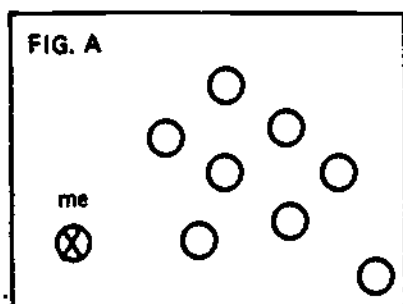
	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
a. Overall, this institution's administration is creative and effective	17.1	38.6	10.4	19.1	14.7
b. This college should be actively engaged in community services	60.6	30.1	5.6	2.9	.7
c. Most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years	38.0	34.1	9.6	12.3	5.4
d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students	31.6	38.6	13.6	10.8	5.2
e. I feel considerable personal strain in my commitments to different aspects of my job	15.5	28.3	12.5	23.0	20.7
f. It is as important for a person to experience his emotions and feelings as it is to develop his intellectual or cognitive skills	52.2	31.8	7.1	6.8	2.1
g. All too often the present is filled with unhappiness. It's only the future that counts.	1.8	4.8	9.8	23.9	59.8
h. Collective bargaining by faculty members has a definite place in a community college	43.1	25.1	17.1	9.1	5.6
i. I believe that if I work hard, things will work out for me	25.9	47.0	13.1	10.6	3.5
j. Faculty members in all kinds of higher education institutions should engage in a process of self-evaluation	67.9	25.6	4.4	1.5	.5
k. Career education and occupational training should be the major emphasis in today's community college	11.0	26.6	8.6	34.1	19.7
l. Most humanities instructors are well prepared to teach	7.8	35.6	30.4	21.0	4.9
m. Growth is a never ending process and should be a continuous quest	88.0	7.8	3.3	.7	.3
n. Exciting developments are taking place in the humanities	38.9	33.6	18.3	7.9	1.3
o. The humanities are being diminished in importance in the community college	21.6	37.8	22.2	13.5	5.0
p. Satisfactory opportunities for inservice training are not available at this college	20.4	28.5	24.8	18.6	7.6

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
q. As a child I felt especially proud of my mother, father, or other member of my family	53.7	28.3	8.4	7.8	1.7
r. Teaching effectiveness should be the primary basis for faculty promotion	43.6	40.5	7.8	6.2	1.9
s. Faculty promotions should be based in part on formal student evaluations of their teachers	20.7	41.6	8.4	19.0	10.3
t. Faculty should engage in more inter-disciplinary courses	34.7	44.9	14.1	4.8	1.5
u. I would like to have closer contacts with university faculty members who teach the same course I teach	36.9	41.9	14.5	5.2	1.5
v. The administration of my department is not very democratic	9.0	12.3	18.2	24.4	36.2
w. I prefer to teach small classes	43.5	36.0	8.0	10.4	2.0
y. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated	10.9	23.9	19.4	23.9	21.8
y. I tend to pattern my teaching after my own college or university courses	6.1	37.2	4.6	31.9	20.2
z. There should be preferential hiring for women and/or minority faculty at this institution	7.1	16.1	15.9	29.9	31.0
aa. If I had a chance to retrace my steps, I would not choose an academic life	2.9	5.9	10.3	20.0	60.9
bb. Knowledge in my field is expanding so fast that I need further training in order to keep up	14.4	41.2	8.0	28.2	8.2
cc. Compared with most people of my age in my field who have had comparable training, I have been more successful	13.8	36.2	35.2	12.3	2.5
dd. Students should not have representation on the governing boards of colleges and universities	5.4	12.3	9.0	36.9	36.4
ee. Most of the important ideas about the humanities emanate from the university	6.3	22.0	24.0	31.7	16.0
ff. The same humanities courses should be given to humanities and non-humanities students (e.g., occupational students, science majors)	19.4	33.2	11.0	30.0	6.4
gg. Time hangs heavy on my hands when I am not teaching or acting as a college administrator	3.4	6.0	7.2	17.3	66.0
hh. The humanities curriculum in my college should be modified	13.6	35.0	30.9	14.1	6.3

37. People often feel differently with different groups and in different situations.

Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)

	FIG. <u>A</u>	FIG. <u>B</u>	FIG. <u>C</u>	FIG. <u>D</u>	FIG. <u>E</u>	FIG. <u>F</u>	<u>N/A</u>
Other instructors in my field	9.2	32.4	32.6	3.5	2.3	9.7	10.3
Most instructors at this school	13.3	27.1	29.4	4.1	4.5	11.7	9.9
My family	4.7	29.2	42.5	5.8	1.2	6.2	10.4
My group of friends	3.8	28.1	47.7	.5	1.3	8.6	10.0
Teacher organizations	19	18.6	12.3	6.4	16.7	12.5	13.7
My students	12.7	21.3	30.3	18.2	5.0	2.6	9.8
College administrators	21.5	17.7	12.9	6.5	24.4	6.8	10.2



38. Below is a list of 18 values* arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and cross it off your list. Look at the remaining 17 values; which is second most important for you? Place a 2 next to this value and cross it off your list. Look at the remaining 16 values and rank them in order of importance. The value which is least important should be ranked 18th.

MEDIAN	RANK	
12.76	14	A COMFORTABLE LIFE (a prosperous life)
9.97	11	EQUALITY (brotherhood, equal opportunity for all)
9.89	10	AN EXCITING LIFE (a stimulating, active life)
5.58	4	FAMILY SECURITY (taking care of loved ones)
6.12	5	FREEDOM (independence, free choice)
6.71	7	HAPPINESS (contentedness)
5.00	3	INNER HARMONY (freedom from inner conflict)
6.74	8	MATURE LOVE (sexual and spiritual intimacy)
15.25	17	NATIONAL SECURITY (protection from attack)
13.57	16	PLEASURE (an enjoyable, leisurely life)
16.16	18	SALVATION (saved, eternal life)
4.23	1	SELF-RESPECT (self-esteem)
6.39	6	A SENSE OF ACCOMPLISHMENT (lasting contribution)
12.96	15	SOCIAL RECOGNITION (respect, admiration)
7.68	9	TRUE FRIENDSHIP (close companionship)
4.78	2	WISDOM (a mature understanding of life)
10.52	12	A WORLD AT PEACE (free of war and conflict)
10.97	13	A WORLD OF BEAUTY (beauty of nature and the arts)

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

V. INTERPRETATIONS AND FURTHER FINDINGS

Arthur M. Cohen Florence B. Brawer

The Faculty Survey yielded data that can be used as information basic to reformulating policies for the humanities and for instructional personnel practices. Following is a narrative discussion of some of the findings.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

INTERPRETATIONS

Raw numbers and percentages provide baseline information. But what do the data tell us? Our first analyses of these data were devoted to preparing general descriptions of faculty members according to the categories and constructs we had developed, with attention to variations by region, institutional size and type, and so on. We also have a breakdown of differences between doctoral and non-doctoral degree holders and by the various teaching fields within the Humanities, including, in order of frequency, literature, history, foreign languages, law and government, art, interdisciplinary Humanities and theatre, music, philosophy, anthropology, cultural geography and ethnic studies, and religious studies. Presented here are some preliminary interpretations.

Academic Backgrounds

Few of the faculty--about 25%--had themselves been students in community/junior colleges and only a handful (15%) had received the associate degree. Almost all faculty hold the bachelor degree, and a very high percentage (90%), the master's.

Our findings on doctoral degree holders are of particular interest. Traditionally two-year college faculty members have acquired a doctorate after years on the job. That is, they do not enter the institution holding that degree but get it later. This was confirmed in our study because over one-third of the people with doctorates are age 51 or older whereas fewer than one-fourth of the total sample are in the older age groups. In addition 19% of the people teaching Humanities have their highest degree in Education,

thus suggesting that the person with a master's in a teaching discipline picks up a doctorate in Education while he is working.

A much higher percentage of instructors have the doctorate now than had it even five years ago. We found 14% with doctoral degrees as compared to 8 to 10% in studies done in the late 1960's. The apparent reason is that the growth in faculty has slowed down considerably. Heretofore the faculty members who attained doctorates while they were on the job were balanced by the influx of new people without higher degrees, thus maintaining a constant ratio. Now that the percentage of new full-timers employed annually has dropped off considerably, the tendency of working faculty to obtain doctoral degrees has moved the percentage of doctoral degree holders higher.

Further, 24% of our sample say they are working on a doctorate now. If only one-fourth of them get the degree by 1980, the ratio of doctorates will increase to 20% of the full-time faculty. Add to that the likelihood that a greater number of new full-time staff members will have doctorates and a 22% total figure by 1980 is not unrealistic. In short, we are forecasting a rapid upturn in the percentage of full-time faculty members with doctoral degrees.

Incidentally, when chairpersons were asked about their attitudes in hiring people with doctorates, not quite half of the nearly 15% who were currently acting as heads of their divisions or departments reported they had previously employed people with doctorate degrees; 87% said there was no pressure either to hire or not hire. About two-thirds indicated they planned to hire doctoral-degree holders as instructors, and nearly one-third said they would hire the "best person," regardless of degree. Most chairpersons who had had experience with doctorate holders reported that

they were fine teachers but a few noted that they "don't know how to teach" or "they are unable to relate to students."

Sex and Ethnicity

Affirmative Action seems to be taking hold only slowly. We found a ratio of two to one of males over females, rather a constant with that ratio reported in earlier studies. There are very few ethnic minorities teaching Humanities; 2.6% Blacks, 1.9% Chicanos, less than 1% Orientals. In new colleges--those opened in the past five years--a higher percentage of the faculty is female and/or younger than in older institutions but ethnic minorities are not represented there to any greater degree. The faculty themselves are strongly against preferential hiring for women and/or minorities at their own college (60.9% against to 23.8% for).

Full/Part Time

We particularly wanted to get information about the differences between full-time and part-time faculty members. We found part-timers to be highly represented in religious studies, foreign languages, and art. This is probably because local ministers frequently teach religious studies; teachers from the local high schools often teach English as a Second Language; and artists who work at other pursuits may teach art history. Only two-thirds of the part-timers are employed elsewhere. This suggests that many retired people teach one or two courses or that young people try to get into full-time teaching at the same time that they complete their graduate studies at a nearby university. The latter point is confirmed by the fact that nearly half the part-timers are age 35 or

younger. Colleges in the South tend to be heavily weighted toward full-time faculty members. The large Western institutions are heaviest in part-timers.

Demographics

Slightly more than one-third of our humanities respondents reported that over 200 books were in the homes in which they had been raised; about one-fourth attested to 26-100 books; and 19%, 101-200. Since the number of books in the home has been found to correlate highly with socio-economic status, one would assume that most of our instructors come from at least average socio-economic levels.

Several other items in the faculty questionnaire were devoted to individual experiences. One of the more interesting findings was that over 40% of the respondents had been neither instructors nor administrators in secondary schools. Of those who had, the greatest number indicated 5-10 years in those institutions. One-two years was the most popular period for the 10% who had been involved in a four-year college or university beyond the level of teaching or research assistant. The 5-10 year time span was the most popular number of years respondents had worked in their current institutions, with 3-4 years running second. Only one-third of our respondents had been or were currently department or division chairpersons. A few (19%) claimed directorship of such specialized programs as ethnic studies, while still fewer had served as administrators (16%).

Several studies have maintained that two-year college instructors spend significantly more time in the classroom than do their four-year

counterparts. Although the time spent in the classroom hardly accounts for the total faculty work load, it is an indicator of some interest. Two National Education Association reports, for example, show a mean centering at 17 hours--even though these reports were disseminated seven years apart (1964-1971). At any rate, our own results as of spring, 1975 suggest that humanities instructors now spend somewhat less time in classroom instruction. Almost one-third reported 13-15 hours of classroom teaching, while 17.1% indicated 10-12 hours and 13.2% 15-18 hours.

Either overwhelmingly large or unusually small respondent agreement was generated in terms of other experiences. For example, 76% indicated that in the past three years they had attended an off-campus conference or symposium related to teaching, 73% used a syllabus for teaching their courses, and 93% said they had revised their syllabus and/or teaching objectives in the past three years. On the other hand, only a few had done a student teaching assignment in a two-year college or authored or co-authored a published book. Eight percent had received a stipend or grant from a private foundation (e.g., Ford or Danforth), although over 16% had received such assistance from their college and 16% from a state or federal government agency, such as the National Endowment for the Humanities.

Faculty Development

What is the outlook for in-service training and faculty development? People who want further preparation apparently want it for different reasons. Some seem to feel that further preparation will make them better instructors--there was a high correlation between the Curriculum and Instruction and Concern for Student constructs and the construct, Preference for Further

Preparation. However there is also a high correlation between those who want further preparation and those who see the university as a reference group to be emulated. Perhaps they feel the doctoral degree will bring them closer to their role models.

Reference Groups

We were particularly interested in determining who the two-year college faculty see as their role models. The way one conducts his/her personal and professional life is in part dependent on his/her role models. The dominant reference group affects professional orientation. We asked questions regarding the respondents' ratings of eight designated reference groups as sources of advice on teaching and found that "quite useful" was attributed to colleagues by 53%, to students by 43%, and to department chairpersons by 30%. Professional journals, university professors, and, again, students, were seen by over 45% as somewhat useful, while over 45% saw high school teachers and college administrators as not very useful.

Asked also were questions regarding the types of positions that would appear attractive to the respondents five years hence--for example, would they like to be teaching in a four-year college or university? We found that the instructors who look to the university as their reference group are chiefly those who have not been teaching in the two-year college very long. They think that people with doctoral degrees are more capable or knowledgeable. Their orientation toward their academic discipline is stronger. This construct is weighted by the large number of young part-timers in it, those who are still attending a graduate degree-granting institution.

Concern for Students, Humanities, and Curriculum

We also attempted to determine the depth of the faculty's Concern for Students, Humanities, and Curriculum and Instruction. Their attitudes toward students were collected from such items as "How would you rate the qualities that students should gain from a two-year college education?" and "On your most recent working day how many hours did you spend in student interaction outside class?" We found a high correlation between the satisfied faculty and those with a high concern for students. Those with a high concern for students were also interested in further preparation and in curriculum and instruction. In short, these constructs meshed to give a picture of a well-functioning, concerned two-year college instructor who differs from his counterparts at secondary schools or universities.

Most humanities instructors seem to have a definite sense of relationship with their students. In order of importance, they rank the following qualities as very important for students to gain: self-knowledge and a personal identity, knowledge of and interest in community and world problems, preparation for further formal education, knowledge and skills directly applicable to their careers, aesthetic awareness, and, finally, an understanding and mastery of some academic discipline.

When given a choice of "none" to "six or more" humanities courses that they believe two-year occupational students should take, over one-third of the respondents opt for the most courses--six or more--while four courses is suggested by almost one-fourth of the group.

When it comes to other than course-related presentations in the humanities, and when given a choice of selecting "too few," "sufficient," or "too many" in describing the activities open to students at their schools,

the respondents put most presentations in the "too few" group. Rated as "sufficient," in order of degree, are films, concerts and recitals, lectures, exhibits, and colloquiums and seminars.

Concern with the Humanities was assessed through the use of such items as "How do you experience the Humanities other than through your teaching?" and "What changes in humanities instruction have taken place at your college in the past seven years?" Those faculty members with a high concern for the Humanities are low on Satisfaction and low on Concern for Students. Their disciplinary orientation tends to be paramount.

On a free-response question asking about conditions in the participant's institution within the past seven years, fourteen positive and eight negative curricular and extra-curricular changes were indicated. "Added/improved humanities courses" accounted for the highest aggregate scores (29%) and "Little or no change" the next highest (11%). When asked what changes they would like to see effected, almost one-third indicated the addition and/or improvement of humanities courses; integrating the humanities into interdisciplinary courses and more extra-curricular courses were also indicated by sizeable numbers.

Future Plans

When asked what they would do if they had a free choice in the matter, over 50% of the respondents indicated they would give more time to their graduate education, and to research or professional writing. Student interaction outside class, personal affairs, and planning instruction were selected by 42-51%. Over one-third reported they would spend less time than they now do in administrative affairs.

Almost all (86%) said that within the next five years they would like to take steps toward professional development. In order of popularity, these steps were to get a Ph.D. or Ed.D., enroll in courses in a university, enroll in in-service courses at their college, get a master's degree, and get a Doctor of Arts degree. If they had a free summer, traveling and taking classes/reading/studying seemed most appealing.

Personality Dimensions

Faculty attitudes and personality characteristics are often neglected in studies of college faculties. Indeed, there is a plethora of information regarding age, income levels, preparation sequences, and degrees held, and a paucity of material pertaining to feelings of satisfaction, personal integration, and other personality dimensions. To redress this imbalance, we have attempted to answer certain questions regarding attitudes and affects. For example, how related are our 1493 subjects to the significant others in their lives? Does the level of satisfaction vary with different teaching fields? We approach these questions from the standpoint of satisfaction, Functional Potential, group cohesion, and values.

Satisfaction

Most reports about satisfaction are found in the literature of business and management. Accordingly, they usually center on either satisfaction with the working environment or the quality of work, typically in large industries. Yet job satisfaction is an issue that touches everyone, and thus applies to the educational environment as well as to business and industry. Indeed, we believe that satisfaction persists not only as a reaction to the world of work but also as a reflection of a basic personality characteristic. It is possible that it

is a pervasive trait, more dependent on the individual than the situation. We therefore have chosen to look at satisfaction in the same way as we view other personality characteristics of our faculty population.

Are the faculty satisfied? We asked questions such as what the instructors would be doing if they had full choice in the matter and whether if they had a chance to retrace their steps they would choose an academic life. In addition we asked them about conditions at their own institutions-- autonomy, job security, freedom to choose materials, etc. We found that satisfaction is not related to the number of hours taught weekly. Nor is it related to full-time or part-time status. In fact, it seems to be generally unrelated to institutional conditions but to be more a personality trait that transcends the working environment. Perhaps this is not a surprise--happy people are happy people--but it does weaken the argument that faculty members would be more satisfied if they taught fewer hours or had better working conditions. Members of the satisfied group tend to be older, a finding that is confirmed by studies of satisfaction in other fields. The less satisfied group are young people, working on doctorates, who would prefer teaching at a four-year institution.

Some of the more pertinent findings are presented in tabular form for the high and the low satisfied groups. (Tables A and B).

TABLE A

High Satisfaction

(N = 254)

Teach foreign language, music

Were students in junior college

Highest degree in education, foreign language

46 years and older

Had spent 5-10 or 11-20 years in secondary schools

Chairperson

Worked 11 or more years in current institution

Hours teaching not a determinant of high satisfaction

See dept. chairmen, university professors, high school teachers,
students, and administrators as usefulLike in-service coursesWould find faculty position at 4-year college or university
unattractiveMost important for students--self knowledge/personal identity

Non-course offerings in humanities sufficient

In older colleges (1959 and earlier)

In colleges with 5000-7499 students

Multi-campus district based

TABLE B**Low Satisfaction****(N = 360)****Teach literature****Highest degree in literature****Working on doctoral degree****Not employed at additional job****See dept. chairmen, university professors, colleagues, students,
professional journals, programs, and administration as not useful
for advice****Would like to study humanities, take more teaching method courses,
acquire business skills****In 5 years--would feel very attracted to 4-year college faculty
position, in another community college, administrative position,
all choices****Extremely interested in non teaching/non academic position****Would like to integrate humanities****Not related to other instructors in field, etc.****In private colleges**

Functional Potential

Functional Potential is a construct previously tested with 1800 freshmen in three proximate but diverse community colleges--urban, suburban, and rural--and with freshmen in an experimental program operating within another California community college. Built on psychodynamic principles of ego functioning, Functional Potential describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of identity. It offers a picture of the functioning person in terms of the dynamics that are basic to his or her lifestyle. Comprised of six fundamental characteristics called Modes, which are stated as dichotomous pairs, these variables are seen as bi-polar extremes on a continuum but not as either/or conditions. Indeed, the person who is operating best tends toward the first-named pole but demonstrates optimal functioning when he is somewhere between the extreme of each pair.

A short explanation about the nature of these Modes might be in order. The first of the six, Relatedness/Aloofness, indicates the degree to which an individual invests himself in involvement with others, his sense of belonging or, at the other end of the continuum, his feeling of alienation. Identity/Amorphism, the second Mode, describes the respondent's certainty about self. It is equated with feeling of wholeness, sameness, or, at the opposite pole, diffuseness and uncertainty of direction. Flexibility/Rigidity, which measures the openness and closedness of belief systems as well as authoritarian attitudes, includes both the cognitive and affective manner in which the individual approaches life. Independence/Dependence suggests autonomy, the readiness to act on one's own. Although it is closely tied to the first Mode, it does

not imply separation or alienation from others. Progression/Regression assesses one's orientation toward movement and change. It involves such traits as activity/passivity, fluidity/immobilization, and flow/fixedness, and is related to a sense of optimism or pessimism. Delay of Gratification/Impulse Expression, our final bi-modal category, is best seen in mature individuals who have access to their more archaic impulses but are still able to exercise secondary controls when appropriate for the situation encountered.

Because the Modes are more meaningful when they are grouped together to represent the totality of the person, the individual's scores are added to form a total score on which basis he or she is assigned a high, medium, or low Functional Potential status. However, the extent or degree of Functional Potential demonstrated by any one subject is not absolute but rather, both a process and a goal. Every person would not be able to attain the highest possible level of Functional Potential but at least he/she could operate on his/her own highest plane, and still be aspiring to higher levels of actualization.

Findings regarding Functional Potential and the various Faculty Survey items are displayed in Tables C and D.

TABLE C

High Functional Potential

(N = 151)

Teach history, music, religious studies

Were students in junior college

Highest degree in education, history, music

Working on doctorate

Are 41 years and older

Had spent 5-10 or 11-20 years in secondary school

Chairpersons

5-10 years in current institution

See all reference groups as giving useful advice

Would like to take steps toward professional development

Would like to get Ph.D. or Ed.D.

Like in-service courses

Most important for students--self knowledge/personal identity

Non-course offerings sufficient

TABLE D

Low Functional Potential

(N = 168)

Teach foreign language, literature

Highest degree in literature, philosophy

Had spent 5-10 years teaching in 4-year college or university

11-20 years in current institution

Part-time instructors

Not employed at additional job

See department chairperson, university professor, colleagues, high school teachers, students, and administrators as not very useful

Would find non-teaching position very attractive

Attend fewer classes, seminars than high Functional Potentials

Tend to be less related

In older college--1959 and earlier

Group Cohesion

Group cohesion, or relatedness to special reference groups, is another personality variable that describes our sample population. The findings here point to the humanities instructors' feelings of affiliation with the following reference groups, from most related to least: their group of friends, then family, other instructors in their field, most instructors at their school, teacher organizations, students, and last, college administrators.

Values and Attitudes

When it comes to values, Self-respect (self-esteem) is ranked first of 18 dimensions; next, Wisdom (a mature understanding of life) and Inner Harmony (freedom from inner conflict). The three least important values, in descending order, are Pleasure (an enjoyable, leisurely life), National Security (protection from attacks), and Salvation (saved, eternal life).

As far as other attitudinal indicators, given a choice of excellent, good, fair, and poor, at least half the subjects rank as "excellent" their relations with students, family, and friends, and their freedom to choose textbooks, programs, and media in their special areas. Seen as "excellent" by less than one-third are salary, relations with administrators, job security, feelings about living up to their greatest potential, their students' enthusiasm for learning, and their general working environment. A ranking of "good" was assigned by over 50% to relations with colleagues, their degree of autonomy, and the working environment in general. "Poor rankings" were attributed to each possible choice by anywhere from none (relations with students) to 12% assigned to salary and job security. Thus, most respondents lean quite positively to most all attitudinal items included

in the Faculty Survey.

Professionalism

We are particularly interested in the question of professionalism. Taken as a whole, is instruction in the two-year college a profession in its own right? A profession is an ideal occupational form, something that does not exist in actuality but which serves as a model to which members of an occupational group aspire. It has certain characteristics: it controls entry into and polices its own ranks; it requires a long period of training before one can practice within it; it is in control of a body of specialized knowledge not readily available to laymen; it forms professional associations and codes of ethics. In addition, it is viewed as a profession by outsiders no less than by those who practice it.

On some of these criteria community college teaching seems close to the ideal; on others, not so near. It does not control entry into its ranks--state legislatures and governing boards set minimum employment requirements. It polices its ranks minimally through its involvement in tenure decisions but college administrators typically have the last word. It requires a long period of training and it can make some claim to a body of specialized knowledge. It has begun to form its own professional associations--especially the music and foreign language faculty.

The instructors' attitudes toward high schools are of note here; they have broken almost completely with them. Although half the faculty in our sample have had secondary school experience, people in this group tend to be older and are not being replaced as rapidly as they once were. More to the point, few of the faculty want anything to do with the secondary schools, seeing teachers there as poor sources of advice on teaching. However, the break with the secondary schools is not a sufficient condition for perceiving the two-year college faculty as a unique

professional group. A high percent of them still identify with the university and until the university professor as a model is minimized in the minds of the community college instructors, they will have difficulty finding their unique place in the eyes of the community as well as in their own eyes.

Nevertheless much evidence suggests that faculty members in community colleges are becoming more aware of themselves as a separately functioning professional body. They see their own colleagues and students as the best sources of advice on teaching. They are not interested in administrative positions. They are interested in curriculum and instruction, in working on their courses, and on their teaching almost to the exclusion of other professional pursuits. A cautionary note here: there is the danger that the faculty will recreate the high school from which they sprang. Many two-year college instructors teach in two or more fields. This is understandable because few colleges have enrollments large enough to support a full-time instructor in anthropology, art history, or cultural geography. The teacher's schedule is filled out with other courses. This can serve to strain disciplinary affiliation to the breaking point. Similarly the lack of orientation toward disciplinary research--reinforced by the teaching loads and the lack of reward for doing it--weaken disciplinary ties. The instructor's localism, his lack of affiliation with national professional groups, his failure to read or write in the professional literature, and his adversary relationship to college administrators--all these mark a secondary school image.

Yet, we would like to believe that as community college teaching develops along its present course, the faculty will be seen as genuine professionals in instruction. Ideally, as this tendency progresses it will

lead to full-time faculty members perceiving themselves as managers of student learning, evaluating themselves on their clients' progress. They can and they will abandon the isolation of their classrooms and take up broader professional responsibilities. They will coordinate the work of the part-time faculty members whose numbers have increased so rapidly in recent years. They are well along now in the use of reproducible media and other aids to teaching, a tendency that will increase. They are becoming managers of para-professional and instructional aides, too. All this suggests that the profession will develop and center on qualities relating to Instruction with a capital "I".

Collective bargaining's influence on faculty professionalism is difficult to predict. All we can say at this point is that a majority of the faculty favor it. As reported in the Chronicle of Higher Education (Jan. 26, 1976, p. 11) Ladd and Lipset found 76% of two-year college faculty rejected the statement, "Collective bargaining by faculty has no place in a college or university." Our Faculty Survey question about collective bargaining was worded positively--"Collective bargaining by faculty members has a definite place in a community college"--hence is not directly comparable. It received a 68% favorable response from the humanities faculty, while only 15% of the group rejected it. But the non-humanities faculty show a different pattern. Only 54% of the group favored the statement and 30% rejected it.

FURTHER FINDINGS

PART-TIME INSTRUCTORS

Part-time instructors differ from full-time instructors in that part-timers:

are less experienced

mode is one-two years for PT;
five-ten years for FT

have fewer years in current
institution

two years or less: 57% of PT;
20% of FT

read fewer scholarly or
professional journals

are less likely to be a member
of a professional association

are less concerned with research

		Research Orientation			
		Total	High	Medium	Low
FT		75.6	83.0	75.9	68.6
PT		23.5	17.0	23.2	29.9

are less concerned with curriculum
and instruction

		Curriculum and Instruction			
		Total	High	Medium	Low
FT		75.6	81.0	76.3	68.0
PT		23.5	18.6	22.7	31.6

are less concerned with the
humanities

		Concern with Humanities			
		Total	High	Medium	Low
FT		75.6	79.4	76.9	67.5
PT		23.5	19.6	22.5	30.6

are more likely to hold the
university as a reference group

		University as Reference Group			
		Total	High	Medium	Low
FT		75.6	70.9	75.2	83.3
PT		23.5	27.9	23.9	16.2

are younger

		Age 35 or Younger	
		FT	PT
		30%	46%

are more likely to prefer
further preparation

		Pref. for Further Preparation			
		Total	High	Medium	Low
FT		75.6	72.3	75.4	79.7
PT		23.5	27.2	23.7	19.3

Part-time instructors are the same as full-time instructors in their:

Concern for Students

	Concern for Students			
	Total	High	Medium	Low
FT	75.6	77.0	74.9	78.0
PT	23.5	23.0	24.5	19.5

Level of Satisfaction

	Satisfaction			
	Total	High	Medium	Low
FT	75.6	76.8	75.0	76.4
PT	23.5	22.4	23.8	23.6

Indication of Ways They Spend
Their Free Time

If you had a free summer, what would
you do (free response)?

	Total	FT	PT
Take classes/study/read	33.3	34.2	30.2
Do research	8.7	8.6	9.4
Teach or prepare to teach	6.5	6.7	6.0
Attend professional work-shops	1.7	1.9	1.1

Type of Training They Prefer

If you were to begin over, what type of
training would you seek (free response)?

	Total	FT	PT
Change nothing	33.2	34.1	30.5
Study humanities	11.6	11.9	10.3
Do more student teaching	9.2	9.0	9.7
Take more teaching methods courses	9.1	9.1	9.1

DOCTORAL DEGREE HOLDERS

Doctoral Degree holders differ from non-doctorates in that people with doctorates:

Are slightly <u>more</u> likely to hold university as reference group	<u>University as Ref. Group</u>		
	High	Medium	Low
	Doct. 21.4	64.3	14.3
	Non-Doct. 15.7	70.2	14.0
Are <u>less</u> likely to desire further preparation	<u>Pref. for Further Prep.</u>		
	High	Medium	Low
	Doct. 8.1	71.0	21.0
	Non-Doct. 12.2	75.5	12.3
Have <u>less</u> concern for their students	<u>Concern for Students</u>		
	High	Medium	Low
	Doct. 8.1	69.5	22.4
	Non-Doct. 10.2	74.7	15.1
Are most highly represented in the Middle States, least in the Midwest			

They differ only slightly on indexes of Satisfaction, Functional Potential, Curriculum and Instruction, and Concern with Humanities.

CHAIRPERSONS

Humanities Sample = 1493

Chairpersons = 223

Non-Chairpersons = 1250

No Designation = 20

Chairpersons tend to differ from non-chairpersons in that

a lesser proportion of chairpersons had been students in community/junior colleges

more chairpersons had spent time in secondary schools as instructors or administrators

chairpersons had worked in their current institutions more years than non-chairpersons

chairpersons are less inclined to be working at jobs in addition to their teaching

chairpersons are more likely to subscribe to and read scholarly journals within their disciplines and professional educator journals than non-chairpersons

more chairpersons would like to enroll in inservice courses at their colleges

chairpersons appear to be less interested in faculty positions at a 4-year college or university or at another community or junior college and at a school outside the U.S. than non-chairpersons. They are more interested in administrative positions in a community or junior college or in doing what they are currently doing than are non-chairpersons

chairpersons are more likely to be members of professional organizations, to attend regional or national meetings, and to present conference papers than are non-chairpersons

Chairpersons are more likely

to fall into the high satisfaction
group

Satisfaction

	Total	Chair- person	Non-Chair- person
High	17.0	22.0	16.2
Med.	58.9	58.7	58.6
Low	24.1	19.3	25.3

to be in the high Functional
Potential group

Functional
Potential

	Total	Chair- person	Non-Chair- person
High	10.1	13.0	9.6
Med.	78.6	81.2	78.2
Low	11.3	5.8	12.2

to be high in curriculum/
instruction

Curriculum/
Instruction

	Total	Chair- person	Non-Chair- person
High	14.8	23.8	13.1
Med.	58.6	65.9	69.3
Low	16.5	9.9	17.6

not to see the university
as their reference group

University as
Reference
Group

	Total	Chair- person	Non-Chair- person
High	16.5	14.8	16.9
Med.	69.4	67.3	69.7
Low	14.1	17.9	13.4

to show more concern for
students

Concern
for
Students

	Total	Chair- person	Non-Chair- person
High	9.9	12.6	9.5
Med.	73.9	70.9	74.5
Low	16.1	16.6	16.0

RESEARCH ORIENTATION

Humanities Sample = 1493

High = 223

Medium = 996

Low = 274

More people teaching the following disciplines tend to be high in Research Orientation than medium and low: art, anthropology, history, liberal arts, philosophy, religious studies, social science.

People high in Research Orientation

are less likely to have attended
a community/junior college

are more likely to hold their highest
degrees in art, anthropology, edu-
cation, history, liberal arts,
philosophy

are more likely to be working on their
doctorates

are more likely to be males

are more likely to be chairpersons

are more likely to be full-time
instructors

tend to be high in Satisfaction

Satisfaction

	Research Orientation			
	Total	High	Medium	Low
High	17.0	20.2	17.2	13.9
Med.	58.9	58.3	58.1	62.0
Low	24.1	21.5	24.7	24.1

tend to be high in Functional
Potential

Functional
Potential

	Research Orientation			
	Total	High	Medium	Low
High	10.0	20.2	10.3	1.1
Med.	78.6	71.7	79.6	80.7
Low	11.3	8.1	10.0	18.2

tend to be high in Curriculum
and Instruction

Curriculum/
Instruction

High
Med.
Low

Research Orientation			
Total	High	Medium	Low
14.8	26.0	14.5	6.9
68.6	63.7	70.5	65.7
16.5	10.3	15.1	27.0

tend to be high in University
as Reference Group

University as
Reference
Group

High
Med.
Low

Research Orientation			
Total	High	Medium	Low
16.5	21.1	16.8	12.0
69.4	67.7	70.8	65.7
14.1	11.2	12.4	22.3

tend to be high in Preference
for Further Preparation

Preference for
Further
Preparation

High
Med.
Low

Research Orientation			
Total	High	Medium	Low
11.6	15.2	12.1	6.6
74.9	73.5	75.0	75.5
13.5	11.2	12.9	17.9

tend to be high in Concern for
Students

Concern
for
Students

High
Med.
Low

Research Orientation			
Total	High	Medium	Low
9.9	12.6	10.1	6.9
73.9	70.4	75.3	71.9
16.1	17.0	14.6	21.2

People low in Research Orientation

tend to be low in Concern with
Humanities

Concern
with
Humanities

High
Med.
Low

Research Orientation			
Total	High	Medium	Low
14.3	13.0	15.5	11.3
67.9	69.5	67.7	67.5
17.7	17.5	16.9	21.2

PREFERENCE FOR FURTHER PREPARATION

Humanities Sample = 1493

High = 173

Medium = 1118

Low = 202

People who are high in Preference for Further Preparation differ from those who are low in that

they tend less to have been students in
community/junior colleges

they are working on their doctorates
(52% high vs. 23.5% low)

they are more inclined to have spent no
years as instructors or administrators
in secondary schools

they tend to have taught fewer years in
their current institutions

they tend to spend slightly less hours
teaching than people in the low group

they are less likely to be full-time
employees (72.3% high and 79.7% low)

they are more likely to be employed at a
job in addition to their teaching at the
subject college

they are more likely than the low group to
see as quite useful the following sources
of advice on teaching: department chair-
persons, university professors, high school
teachers (slightly), professional journals,
and programs of professional organizations

they are more likely to read no scholarly
journals within their specific disciplines,
professional education journals, and journals
of general interest

they tend to be less satisfied

Satisfaction

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
17.0	16.2	19.8
58.9	57.2	60.4
24.1	26.6	19.8

they are high in Functional
Potential

Functional
Potential

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
10.1	13.3	5.0
78.6	74.6	75.2
11.3	12.1	19.8

they are more involved in
Curriculum/Instruction

Curriculum/
Instruction

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
14.8	19.7	8.9
68.6	64.2	71.8
16.5	16.2	19.3

are extremely likely to see the
university as their reference
group

University as
Reference
Group

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
16.5	28.9	9.9
69.4	59.0	67.3
14.1	12.1	22.8

are more concerned for students

Concern for
Students

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
9.9	17.9	7.9
73.9	64.7	68.8
16.1	17.3	23.3

are more concerned with the
humanities

Concern with
Humanities

High
Med.
Low

Total	High Pref. for Further Preparation	Low Pref. for Further Preparation
14.3	15.6	9.4
67.9	65.3	68.8
17.7	19.1	21.8

OTHER FINDINGS

Faculty in private colleges are the same as those in public colleges on all indexes except Satisfaction, where they are lower.

There are few significant correlations between any of the indexes and college age, size, or locale. Those which do appear seem to be chance.

Interest in the humanities is not confined to humanities faculty members; non-humanities chairpersons are equivalent on "Concern for Humanities."

Females are most highly represented in literature and foreign languages; least in law/government and philosophy.

Faculty working on doctoral degrees are most likely to be in history or philosophy, least in music.

Music faculty tend to teach more hours per week.

The humanities faculty were in strong agreement that:

their college should be actively engaged in community services and that students should sit on the governing board.

most faculty members should take some type of academic course work or engage in a creative activity (e.g., writing a book) at least every three years.

faculty members should evaluate themselves and student evaluations should play a part in faculty promotion.

teaching the humanities to students in occupational and remedial programs is different from teaching transfer students.

exciting developments are taking place in the humanities but the humanities are being diminished in importance in the community colleges.

faculty should engage in more interdisciplinary courses but were less certain that the humanities curriculum at their own colleges should be modified.

they would like more contact with university faculty who teach the same courses they do but were less certain that important ideas in the humanities emanate from the university.

they prefer small classes.

they were most equivocal in response to the question, "Most humanities instructors are well prepared to teach."

<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Don't know/ No opinion</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>
7.8	35.9	30.4	21.0	4.9

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

VI. DISSEMINATION

Sue H. Schlesinger

As a way of disseminating information about the Faculty Survey and the status of the humanities in two-year colleges generally, Center staff members have presented speeches to several groups and distributed articles and papers through various journals. In addition the Center sponsored a conference at which numerous reports on humanities programs were given by educators from California and elsewhere. The speeches, articles, and conference reports are summarized in this section.

This Project is funded by a grant from the National Endowment for the Humanities, a federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

DISSEMINATION

Speeches

The first analysis of data resulting from the Center's nationwide humanities faculty survey was presented by Arthur Cohen at the conference of the National Humanities Faculty on October 14, 1975 in Atlanta. Mr. Cohen reviewed the methodology used in the study which elicited the high response rate of 84%. He discussed the development of the questionnaire, pilot testing, the random selection of participants, and the follow-up procedures in retrieving the survey forms. Initial data analysis revealed the following: 1) there is a ratio of 2 to 1 of males over females teaching the humanities; 2) few ethnic minorities teach humanities (2.6% Blacks, 1.9% Chicanos, less than 1% Asian-Americans); 3) a much higher percent of instructors have the doctorate now than had it even five years ago (14% now compared to 8-10% in studies of the late 1960's); and 4) satisfaction, contrary to expectation, is unrelated to number of hours taught weekly (satisfaction seems to be more of a personality trait).

At the California Educational Research Association Conference, held in San Diego on November 12, 1975, Florence Brawer delivered a paper entitled, "Humanities Faculty and Personality Characteristics." Reporting on initial findings of the Center's study, she focused on the faculty's satisfaction and Functional Potential, "a hypothetical construct built on psychodynamic principles of human functioning that assesses ego strength." Ms. Brawer discussed the relationships between these two variables and

teaching field; age; sex; type of college; and orientations to curriculum, instruction, and to students. She then compared findings between the humanities and non-humanities subjects, and closed by reviewing implications for further study.

In his speech to the New York State Education Department, Doctor of Arts Conference at N.Y.U. on November 14, 1975, Mr. Cohen provided information on the advisability of having a Doctor of Arts program for community college instructors. Based on data from the Center's study, Mr. Cohen gave the following suggestions to those planning a Doctor of Arts degree program that would be appealing to community college faculty: 1) construct the program to serve commuters, since "the biggest market for the Doctor of Arts program is from among the full-time faculty;" 2) straddle departments where feasible; 3) offer classes and workshops on the community college campus itself; 4) involve community college faculty members as clinical professors; and 5) include a teacher of teachers component in the program.

On December 29, 1975, Mr. Cohen addressed the Annual Convention of the American Philological Association in Washington D.C.. His presentation, "The Classics in the Community College: A Litany of Despair," was rooted in findings from the Center's study which showed that "in most cases, the Western Civilization course is the only exposure to the Classics that students will have during their junior college career." The study did indicate, however, that courses in mythology as well as in interdisciplinary humanities (such as "Classical Humanities" or "Man and Culture") were on an upswing movement in the community colleges. Mr. Cohen warned that the excessive number of university-prepared instructors in the Classics cannot look to the two-year

college for employment and he suggested that "Classicists might be able to expand their role in the two-year college by building courses in the teaching of language." Arguing that we must design programs for those already working rather than for students fresh out of the university, he recommended the following: 1) offer classes, workshops, modules, lectures on the community college campus itself; 2) build courses in mythology to capitalize on the current interest in astrology, science fiction, and the supernatural; and 3) build interdisciplinary courses incorporating art, architecture, history, philosophy, religion, economics, government, literature, and myths of the world.

Papers

In addition to speeches presented, the Center's findings were disseminated through the publication of various papers. In "Maximizing Responses to the Nationwide Faculty Survey," accepted for publication in Research in Higher Education, Mr. Cohen detailed the methodological procedures employed in the Center's faculty survey. A representative random sample of all two-year colleges in the nation was drawn, principally stratified for type of control (public or private) and geographical locale. Secondary stratification variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age. One hundred and fifty-six colleges, nearly exactly representative in terms of control, locale, size, age, emphasis, and organization, participated in the study.

Co-authored by Mr. Cohen and Ms. Brawer, "The Humanities Faculty: A Review," appeared in the Winter 1976 issue of New Directions for Community

Colleges. This article, composed before the Center's faculty survey was undertaken, reviews the prevailing literature pertaining to "preparation, in-service training, attitudes, values, and approaches to instruction of the faculty teaching the humanities in community colleges." Additionally, "Foreign Language Instructors in Two-Year Colleges: Curriculum and Instruction," originally contained in "The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction" and published by the Center previous to the survey, was reprinted in the March 1976 issue of the ADFL Bulletin.

The data resulting from the faculty survey have also been reported in a number of papers which deal with instructors in specific humanities disciplines. In these papers, Mr. Cohen and Ms. Brawer examined the idiosyncrasies of instructors in particular fields, characterizing them, in part, in terms of their teaching preparation, attitudes, values, and aspirations. Two of these papers, "Characteristics of Two-Year College Political Scientists" and "Foreign Language Instructors in Two-Year Colleges: A Profile," will be published by the American Political Science Association and the ADFL Bulletin, respectively. Three other papers, dealing with the characteristics of history, political science, and social science instructors in the two-year college, have been printed by the ERIC Clearinghouse for Junior Colleges and were distributed at the Community College Social Science Association meeting held in Anaheim on March 4, 1976.

The Conference

One of the major sources of dissemination of the results of the humanities faculty survey was the Center's conference, "The Humanities in Two-Year Colleges," held on January 15, 1976. Mr. Cohen opened the conference by

reviewing the methodology used in the study. Pointing to the high response rate, he noted that the Center's findings are representative of as well as generalizable to the total universe of people teaching humanities in two-year colleges. He also reported on the full- and part-time breakdown of faculty in terms of their age, sex, ethnicity, and educational background.

Ms. Brawer further discussed the Center's findings. Of the 1493 respondents, most taught literature, then government and foreign languages, followed by anthropology, social sciences, philosophy, and religious studies. The majority of the respondents (75%) had not been students in community colleges. Also reported on were faculty preparation and professional development. Ms. Brawer closed by presenting data on the personality constructs--satisfaction, Functional Potential, group cohesion and values and attitudes--used in the survey.

Following the report on the Center's study, fourteen two-year and four-year college instructors and administrators spoke on topics in the following three areas: "The Humanities Now," "Trends in the Humanities," and "A View from the University."

The Humanities Now: Thelma Altshuler's presentation, "Programmed Interaction with Television Audiences," described her experience with Classic Theatre--the full-length production of plays presented weekly on educational television at Miami-Dade Community College. The students viewed these productions, read from assigned anthologies, and took computer developed tests which were administered through the mail. Ms. Altshuler noted that this kind of "mass education lacks the small classes and well-motivated students which would allow intimacy, easy dialogue, and understanding for its own sake."

Nonetheless, she concluded that with intelligent planning by administration and faculty, television teaching can serve a significant number of students without compromising standards of excellence. Classic theatre marks the beginning of a technique which has the potential of bringing the humanities to those in the community who would find regular school attendance inconvenient.

Eugene R. Hinkston, from Los Angeles Pierce College, spoke on the "Humanities Town-Hall Project." Sponsored by the National Endowment for the Humanities, the project's purpose is to: 1) increase the people's opportunity for direct participation in public policy issues which directly affect their lives; 2) enlarge the range of viewpoints by involving humanists in open discussions of public policy; 3) enhance the public's awareness of the humanities; and 4) decrease civic alienation and fragmentation by offering a way in which divergent publics may come together to discuss mutual problems. Twelve professors, representing the nine campuses of the Los Angeles Community College District, have been divided into three panels--"The Family," "Ethnic Heritage," and "Individual Rights and Freedom." Beginning in February 1976, each of these panels will hold workshops or community forums on three of the campuses so that eventually all nine campuses will be visited. Following this will be three Town Hall meetings, each devoted to one of the topics.

Tom Gripp, of the Coast Community College District, discussed an interdisciplinary humanities curriculum project on which his district, Miami-Dade Community College, and the City Colleges of Chicago have been working. Funded by the National Endowment for the Humanities and begun in 1974, the project has developed: 1) a "core" course designed to present humanistic experiences that any community college student, no matter what his or her background or

educational program, can profit from; and 2) three "optional" courses, each of which is topical insofar as it addresses itself to the issues of immediate concern to community college students.

Victor Minasian reported on an interdisciplinary program at Indian Valley Colleges which is now being developed under a grant from the National Endowment for the Humanities. It consists of a four-semester sequence having what is termed "inner logic," and representing a meaningful unfolding from one semester to the next. That is, students are first introduced to the humanities by participating in the cultural life of the area around the college. Then they undertake an historical investigation of the Western Tradition, including the study of topics such as "Search for the Divine," "Search for the Secular," and "Search for Man and Meaning." The objectives guiding this humanities outreach program are to stimulate self-initiated and self-perpetuating learning, to include significant cultural events as part of the regular curriculum, and to involve additional faculty members in the planning and teaching of humanistically-oriented courses.

Philip Nash, Dean of Instructional Planning at Monterey Peninsula College discussed a unique interdisciplinary humanities program in which he has been involved. This program--GENTRAIN--is an acronym which translates as General Education Train of courses. Begun with a planning grant from the National Endowment for the Humanities, GENTRAIN satisfies all Monterey Peninsula College general education requirements except an English composition and science course. The modulated program is systematically arranged into sixteen distinct segments, each standing independent of other segments and each covering a specific period of time. At the core of the GENTRAIN program are the humanities and political

sciences; other fields of study such as art, philosophy, religion, drama, literature, and music augment the program. A team of four faculty members from various disciplines present the course material which is supplemented by outside guest lecturers as well as multi-media materials. As Mr. Nash explained, "the uniqueness of the program lies in the drop-in, drop-out concept which allows students to come aboard the train of mini-courses at the beginning of any two-week unit and stay for as long as they wish."

Trends in the Humanities: Leah Shelleda of Indian Valley Colleges discussed various interdisciplinary humanities courses which are taught on her campus. Among these are: "The Inner Vision" which focuses on the creative process; "The Ultimate High Rise," a study of architecture and human values; and "Images of Women" and "Images of Men," process-oriented courses that treat the problem of sex-role stereotyping from a humanistic standpoint. In describing these "applied humanities" courses, Ms. Shelleda noted that they are built on the assumption that the student's emotional and creative needs as well as his intellectual ones must be realized. Students in these courses are encouraged to substitute creative work for the traditional papers and exams whenever it is appropriate.

Hildegard Platzer, Chairperson of the Humanities Department at Rio Hondo College, outlined a course that is currently team-taught by herself and a member of the Biology Department: "Science and the Humanistic Perspective." She maintained that what actually constitutes "Humanities" is lacking in college curricula. Rather than defining it by the usual disciplinary approach, one should define Humanities by seeking answers to questions such as "Who are we?", "What made us?", "Where have we been?", and "Where

are we going?". Ms. Platzer stated that the study of humanities assumes a holistic view of man and must include all his expressions, of which science is his primary.

Jacques Thiroux, Chairperson of the Philosophy Department at Bakersfield College, discussed "Applied Ethics Courses in the Community College." Concerned about the gap between ethical and moral theories presented by experts in the classroom and the "actual arena where moral problems have to be faced," Mr. Thiroux argued that ethics must be made applicable to students. With other members of the Philosophy Department, he has developed a course in medical ethics--"Ethics of Living and Dying." This course has the following objectives: 1) to give students a clear, concise introduction to general ethical terms, theories, and problems; 2) to teach students how to analyze and evaluate various moral arguments presented by noting the truth or falsity of propositions stated, validity or invalidity of arguments, and logic of reasoning; and 3) to enable students to see the importance and yet distinguish the difference in the roles of patients, doctors, nurses, medical technicians, chaplains, relatives, social workers, psychologists, and psychiatrists in dealing with the problems of living and dying.

Robert Lombardi, President of Saddleback College, discussed the humanities from an administrator's viewpoint, emphasizing the need of humanities programs to have the appropriate environment. He noted that since the great majority of community college students are commuters who work twenty or more hours a week, they have "little opportunity for intellectual dialogue with peers." Maintaining that those interested in humanities are partially characterized by a desire for intellectual discussion, Mr. Lombardi

recommended that the community college assist in organizing Humanities Programs so that there is a tie among interested students. His suggestions to accomplish this include the establishment of "the old public school concept of the homeroom."

A View from the University: Mark Curtis, President of Scripps College, spoke about a joint concern of two-year and four-year institutions: to provide students "with training that will not only give them professional or vocational skills but will enable them to become responsible effective citizens in the public life of our democracy." He pointed to the irony that the Humanities, considered during Classical and then Renaissance times to be preparation for men to be good rulers and citizens, are now considered to be non-utilitarian. This attitude toward the humanities, Mr. Curtis maintained, is rooted in our preoccupation with technological questions of "how" at the expense of raising questions of "why." He suggested that a new type of interdisciplinary course, one which genuinely shares insights from many humanities disciplines and is not just "multi-disciplinary," could help answer questions of "why."

John Orr, Chairperson of the Philosophy Department at the University of Southern California, discussed "Preparation in the Humanities: The Transfer Student." He questioned whether humanities students in two-year colleges are prepared for new experiences they will encounter in the four-year college. He noted that there is no consensus on a general education program among institutions. Yet this fragmentation of humanities education, reflecting "the pluralistic, protean character of American society," should not disturb us, Orr argued. He suggested that administrators and instructors in liberal education realize "the virtue of proliferating models for effective learning

and teaching" and that "in spite of diversity, our institutions nevertheless share a common past and project some form of a common future."

John Vickers, director of the "Humanities Faculty Development Program," discussed this program which brings experienced community college teachers to Claremont for a year's residency at the graduate school. Supported by the National Endowment for the Humanities and the Claremont Graduate School, the program has had six fellows each year for the past two years. Each fellow pursues some research interest with the assistance of the graduate faculty and participates in a seminar on teaching humanities in the community college. Although so far, only fellows in philosophy have participated, fellows in all humanities, including those involved in interdisciplinary work and in the problems of continuing education, are encouraged to apply. No academic credit is given, but the fellows are fully supported by stipends and the institutional costs of their residency are paid.

John Lombardi, Vice President of the Center for the Study of Community Colleges, gave his views on humanities education in two-year colleges from his perspective as a former President of Los Angeles City College. He noted that his task was to make the humanities attractive to the students and to the community. Although we have incorporated the humanities into the general education concerns, Mr. Lombardi warned that we must be careful not to confuse form and substance. He recommended that we explore new ways to infuse the humanities into the lives of our students in general education, as well as in our humanities majors.

Luncheon Address: Dr. Leslie Koltai, Chancellor of the Los Angeles Community College District, spoke on "The National Endowment for the Human-

ties and the Two-Year College." During his luncheon address, Dr. Koltai discussed his concern with the development of humanities education and his involvement in working for the advancement of humanities programs at community colleges. As a former council member of the National Endowment for the Humanities, he spoke about the need for new Humanities projects and urged community college administrators and instructors to seek support from the Endowment for initiating new programs on their respective campuses.

Summary: Susan Dbler, director of the Exploratory College at Rio Hondo College, served as Recorder for the Conference. In response to the presentations, she provided some critical observations, among which are the following: 1) humanities programs seem to be considered a "frill;" that is, various humanities projects have become isolated and peripheral to the main stream of the colleges' general education patterns; 2) four-year institutions have not adequately focused on trying to answer the question of compatibility between humanities preparation in the two-year college with that of the four-year institution; and 3) the high response rate to the Center's faculty survey provides sufficient data upon which policy recommendations for the implementation of improved humanities education can be made.

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